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ABSTRACT

This handbook provides planning, resources, and activities guidelines to assist libraries in implementing the Texas Summer Reading Club program for 1979 on folklore, the theme of which is "In Search of Texas Treasures." The manual is designed to aid those new at organizing a Summer Reading Club program and to complement activities already scheduled. Guidelines cover the setting of goals and objectives, plans for implementing objectives, and program evaluation. As part of the planning process, the identification and compilation of library and community resources are discussed. Specific activity ideas outlined for the program include an oral history project, arts and crafts programs, ideas for bulletin boards, a program on cowboys, a game on Texas wildlife, and mini-programs. The annotated subject bibliography which is appended covers the areas of children's literature, crafts and games, drama and puppetry, folklore, pirates and buried treasure, planning and publicizing library programs, storytelling, and Texas cultures and history. (CWM)

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"IN SEARCH OF TEXAS TREASURES" 1979
A Librarian's Planning Handbook

by

Shirley Lukenbill
Anne Hollingsworth

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Library Development Division
Texas State Library
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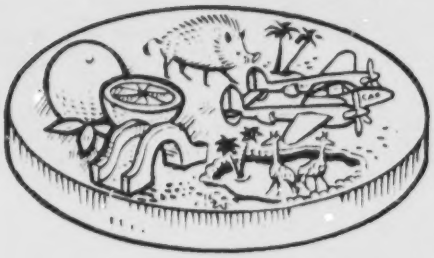

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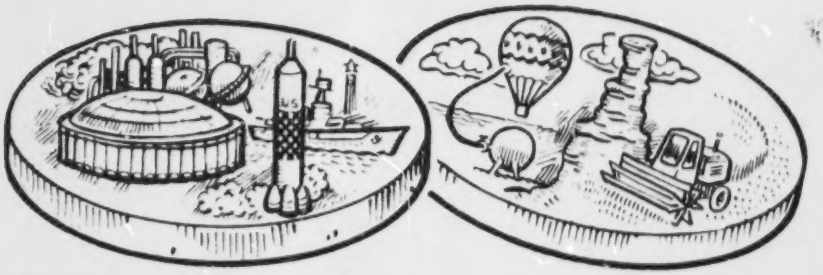

THE TEXAS SUMMER READING CLUB

The early Texas Summer Reading Club began approximately twenty years ago as part of the State Library's Rural Library Service. Children and teenagers were invited to enroll for the "Texas Reading Round Up" at one of the State Library Bookmobiles or at a participating public library. The purpose of the club was to promote the further extension of library services in every Texas city and community.

In the first years, only a few thousand children received certificates. The number of children and libraries has greatly increased over the two decades. It is estimated that 200,000 Texas children will register for the 1979 "In Search of Texas Treasures" program; approximately 140,000 will receive certificates. Originally begun as a service for small community libraries, participating libraries now also include area libraries and major resource centers.

The Summer Reading Club should encourage children to come to the library and become familiar with its resources. Traditionally, most libraries have required a child to read a certain number of books before receiving a certificate. To avoid a competitive basis for the program, your library may wish to consider the following:

An article in the November, 1978, issue of School Library Journal suggests that children could sign a "contract" when they enroll in the summer program. In the contract, each child specifies the number of books that will be read during the program. The child receives a certificate only if the contract if fulfilled. This type of program places the child in competition with himself to reach his own goal.

Children who are too young to read can be given credit for books read to them by their parents.

Credit for participation in the program could be given for attendance at a library sponsored activity.

To expand your summer program, your library may want to consider applying for the "Inexpensive Book Distribution Program for Reading Motivation." This program provides federal funds to match local funds for the purchase of books to be distributed to program participants as well as furnishing technical assistance to groups who wish to establish and operate reading motivation programs.

The U.S. Office of Education has a contract with Reading Is Fundamental to administer this program. In order to receive funds, the project must operate a complete reading motivation program. This is defined as a program whose purpose is motivating children to read and distributing inexpensive books to program participants. For more information on the program and a copy of the guidelines

write to Inexpensive Book Distribution Program, Reading Is Fundamental, L'Enfant 2500, Smithsonian Institution, Washington, D.C. 20560 (202/381-6117).

This year's theme,"In Search of Texas Treasures" will, hopefully, inspire Summer Reading Club planners to incorporate activities and programs that emphasize the resources of the community and region as well as the state. The State Library is providing 1979 participating libraries with posters, mobiles, reading logs, bookmarks, and this manual to assist libraries in implementing their summer program. The manual is designed to aid those new at organizing a Summer Reading Club program. Those who are "old pros" at developing summer programs can use the suggested games and projects as complements to activities they have already scheduled. The "Librarian's Planning Handbook" provides guidelines for a Summer Reading Club program; you are limited only by your own creativity with this year's Texas size theme.

Good luck with your 1979 program.

PLANNING YOUR PROGRAM

Behind every well executed event, whether it be a one hour activity or a whole summer project, is a detailed game plan. This plan includes what you want your program to accomplish, how it will be carried out, and a method of evaluation. Listed below are steps to follow in designing a Summer Reading Club program for your community.

GOALS

Before deciding the details of a program, determine why you are having a Summer Reading Club and what you want as your end results. These general statements of what you wish to accomplish are the goals of your program. An example of a goal would be to reach a segment of your population that rarely uses your library.

The goals that you decide on should be written down in your plan for your Summer Reading Club.

OBJECTIVES

An objective is a measure used to determine if your program has met its goals. For example, your objective could be to increase the enrollment in your Summer Reading Club by 5% over the previous year. At the end of the summer, you would compare the current enrollment figures with those of the past year to see if your objective was met. A goal in this situation could be to increase participation in the club.

You should be realistic in deciding on your objectives. Consider all the restraints, such as a limited or non-existent publicity budget, before setting the targets for your program.

Your objectives, like your goals, should be written. At the end of the summer, they will be used to help you evaluate your efforts.

IMPLEMENTATION

Next, devise your plan for implementing your objectives. Your knowledge of your community will be invaluable in the method for recruiting volunteers, planning activities, and deciding on publicity. These steps, like the goals and objectives, should be written and checked off as they are completed.

One method of maintaining a record of how your program was carried out is to keep a notebook on your Summer Reading Club. Your documentation could include your written goals and objectives, steps for implementation, and the summary and evaluation. You would also want to keep samples of materials distributed, photographs of special events and programs, and publicity from the newspaper.

EVALUATION

When your program has ended, take time to evaluate your undertakings and summarize your successes and failures. Look at your objectives and see if they were met. If you fell way below or above your predictions, state why this occurred. Include suggestions for improving the program in future years. This written report could be given as a summary of the summer's activities to your Library Board. It should also be included in the notebook on your summer program.

In late summer, the Texas State Library will be mailing out a form to evaluate its efforts in providing materials for the Summer Reading Club. A sample of this form is on the next page. You may want to become familiar with it and jot down notes during the summer so you can accurately assess the service at the end of the season. The evaluations are used in deciding the future direction of the Summer Reading Club program, so be prepared to offer constructive ways to improve the program.

"IN SEARCH OF TEXAS TREASURES"

1979 Texas Summer Reading Club Evaluation

LIBRARY _____

PERSON IN CHARGE OF SUMMER READING CLUB AT YOUR LIBRARY _____

ADDRESS _____

POSITION _____

DATE PROGRAM BEGAN _____ DATE PROGRAM ENDED _____

NUMBER OF WEEKS _____ READING CLUB BUDGET _____

PARTICIPATION

_____ # of staff

_____ # of volunteers

_____ # of children enrolled

_____ # of children receiving certificates

MATERIALS FROM TEXAS STATE LIBRARY (QUANTITY)

_____ Posters _____ Manual

_____ Reading Logs _____ Mobile

_____ Bookmarks

_____ Certificates

CRITERIA FOR RECEIVING CERTIFICATES:

How did your community participate in the program? Was time money, or advertising space donated to assist with the program? Please describe:

ACTIVITIES

Please check mark ( ) types of activities conducted as part of your library's Summer Reading Club program:

_____ Story Hours

_____ Book Talks

_____ Films

_____ Other, please describe:

_____ Games

_____ Music

_____ Programs with Speakers

Describe any unusually successful activities or events. To what do you attribute this success?

PUBLICITY

Please check mark ( ) those items of publicity used to publicize the program:

_____ News Releases

_____ Flyers, Handouts

_____ Radio

_____ TV

_____ Other, please describe:

_____ Visits to Schools

_____ Visits to Clubs or Organizations

_____ Exhibits

_____ Photographs, Slides

How would you rate your publicity efforts?

_____ Very Successful _____ Moderately Successful _____ Ineffective

OVERALL EVALUATION

How well do you feel you met the objectives of your Summer Reading Club program?

_____ All Objectives Met _____ Most Objectives Met

_____ We did not meet any of our objectives

MATERIALS FROM THE TEXAS STATE LIBRARY

What materials did you find were the most useful?

What materials did you find the least useful?

What other items would you like to see offered?

What suggestions do you have for improving materials furnished by the State Library?

In comparing "In Search of Texas Treasures" materials with past years, I found the materials:

_____ Better _____ Same _____ Worse

How would you evaluate the Texas Summer Reading manual?

_____ Very Useful _____ Somewhat Useful _____ Not Very Helpful

Please list themes you would like to see considered for future programs:

Does your library plan to participate in the 1980 Summer Reading Club? _____ Yes _____ No

ADDITIONAL COMMENTS

COMPILING YOUR RESOURCES

As part of the planning process, identify the resources of your library and community that will be useful in implementing a spectacular summer program. These resources include commercial and private firms for donations of supplies or program materials, books in your collection, audiovisual programs, and people to assist in carrying out the activities.

You need to have your program and project ideas formulated before you decide what supplies you need. You can probably guarantee that you will use an unlimited supply of adhesive tape, staples, and paper clips for registration. Examples of other supplies you might collect during the year are: egg cartons, shoe boxes, margarine tubs, scraps of cloth, thread spools, and popsicle sticks. Other items that may be needed for your program may be more than your budget will allow. Contact the local businesses and clubs to see if they will donate funds for these materials.

Before your program is underway, allot time to examine your children's collection to identify those titles that tie in with this year's theme. Skim through these books and make a list of those that can be used for story hours or display purposes. You might also come up with unique program or arts and crafts activities by browsing through these books.

Other resources to tap are the film collections in the state. Check with your regional system office for their circulation policies. There are also several free-loan film sources; write to the Library Development Division at the Texas State Library for a list. Because children's films are popular, reservations need to be made up to six months in advance to guarantee you will get the programs you want. Your library's filmstrip and audio collection should also be examined for materials to complement this year's theme.

One of the best resources available to you is the people in your own local community. Have volunteer forms at the library as well as grocery stores, beauty and barber shops, clubs and other places of local activity. Teenagers, members of your Friends of the Library, and R.S.V.P. (Retired Senior Volunteers Program) are good sources of volunteers.

The form should include a place for the person's name and address, a listing of any special talents, and when he/she would be willing to work. Forms could then be filed alphabetically by the person's last name. This form may also carry a statement that in completing the form and returning it the volunteer is "contracting" to perform a service for the library. Once a schedule is established and volunteers are assigned to a program or other duty, they are committed to see that the job is done. If a person misses a certain number of assigned meetings, his/her name can be withdrawn from the volunteer list.

Once your "people" resources have been recruited, consider hosting an orientation session a few weeks prior to the beginning of your Summer Reading Club. The session should provide an overview of the Summer Reading Club, what your goals and objectives for this year's program are, and an outline of scheduled events and activities. Assignments for registration and other activities should be distributed at this time. Your staff should be involved in this session so they are aware of your summer plans.

VOLUNTEER FORM

This year your library will be exploring the riches of Texas in its Summer Reading Club program, "In Search of Texas Treasures." We are looking for volunteers to help with registration and other scheduled programs and activities. If you have time, and are able to assist, please complete the form below and return it to:

Name of your library _____

Library's address _____

NAME _____

ADDRESS _____

CITY _____ ZIP _____

TELEPHONE _____

I am willing to help with the Summer Reading Club in the following ways:

_____

_____

Days and times I am available: _____
(You will be contacted in advance and given a date, time, and location where you are needed.)

I understand that once I have accepted an assignment as a Summer Reading Club volunteer I am obligated to carry out the delegated duties. My services will be essential to the success of the overall Summer Reading Club program. If for any reason I should not be able to fulfill my assigned duties, I shall notify the coordinator of the Summer Reading Club program so that a substitute can be called.

Signature _____

(Make a duplicate so that volunteer can retain it.)

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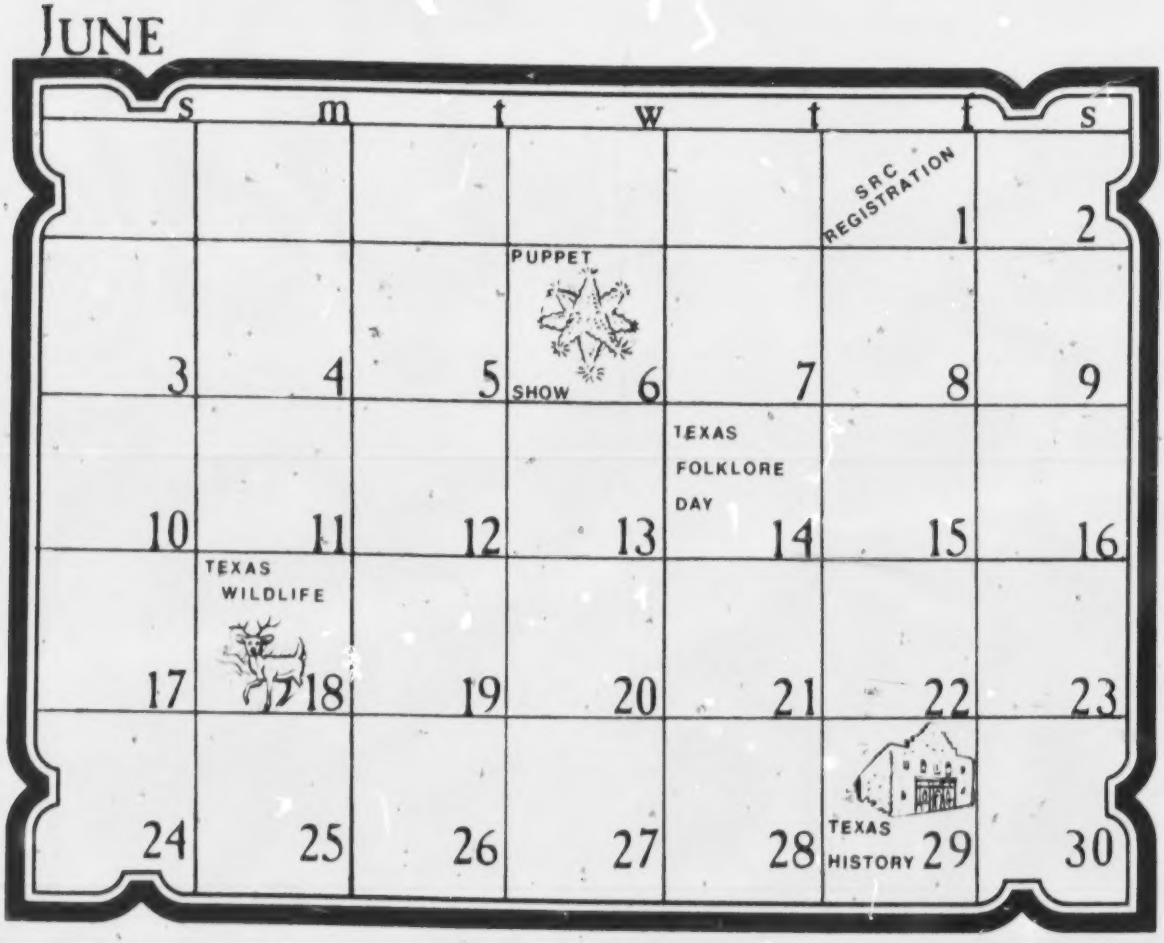
CALENDAR OF EVENTS

A calendar with all the important dates for events and activities is a necessity. Compilation of the calendar begins when you are formulating your overall plan for the summer program. Copies of this tool with the critical dates should be given out at the orientation session. Examples of dates to have noted are the beginning and ending dates of the Summer Reading Club, scheduled visits to schools, registration dates, and special activities.



Place the calendar where staff and volunteers can check it frequently. Changes need to be updated immediately.

One of the first items to schedule on your calendar is completing the evaluation form to be sent out by the Texas State Library in August. This mail out will include an order form for the next year's program. During the summer, then, you need to think continuously about improvements for the program, and the quantity of materials you will need for 1980.

REGISTRATION

Design a method for registration that will be both convenient and easy to use. Your registration records can be used for statistics on participation in the program. Forms can be kept in a file alphabetically by the child's name. A running count of those registered can be ascertained if all forms are numbered in the right hand corner. You will know how many have registered by examining the next blank. For example, if your next registration form is 243, you have enrolled 242 children to date.

The registration forms might include the child's name, address, and phone number, school to be attended in the fall, and number of books the child plans to read during the summer if you use a "contract" method for setting your criteria for the program. (See the first section on "Texas Summer Reading Club.") Certificates can be awarded as soon as each child completes the "contract" or as soon as your library's requirements are met. Those certificates not picked up at the end of the summer can be sent to the local school for distribution.

SAMPLE REGISTRATION FORM

NAME _____

ADDRESS _____

CITY _____ ZIP _____

PHONE _____

I will be in Grade _____ this Fall

School I will attend this Fall _____

I am setting a goal to read _____ books this Summer.

PUBLICITY

Another part of your overall Summer Reading Club plan is an outline of publicity methods to be used to let your community know about your library's summer program. There are several methods of publicity that can be used. You will need to decide which methods are best for reaching your target audience. One limitation you may have is budget; when you begin to design your publicity plan, keep in mind how much you can spend.

A publicity basic for all announcements is to remember the five Ws...who, what, where, when, and why. Listed below are several publicity alternatives from which your library might choose.

- Posters in the Library: The Texas State Library provides libraries in the Summer Reading Club with posters. Your library may want to add another

poster or add the registration dates and locations on the one supplied. You may also want to produce your own posters to be displayed in the library. Key locations for these items are the circulation desk, reference desk, children's area, and restrooms.

- Bulletin Boards: Bulletin boards anywhere in the library can be used to display the Summer Reading Club materials or to post a calendar of the summer's events. Bulletin boards can be used throughout the summer to complement your programs and activities or to post children's arts and crafts accomplishments.
- Bookmarks: Before summer begins, insert a bookmark in each book checked out from the library. This will remind parents and children of this year's program and alert them to check registration dates for the Summer Reading Club. Once summer has begun, the bookmarks highlight the library's program.
- "Sneak Previews": Include mention of the Summer Reading Club programs at other library sponsored events that occur before registration. Announcements should include when and where registration will take place, the dates of programs, information on the theme, and individual events and activities.
- Newspaper Articles: Submit articles on your summer programs to the local newspaper. Include all relevant data such as dates of program, it's content and who is invited.
- Flyers: Flyers can be distributed to local clubs and stores to alert the community about the library's individual programs. Volunteers can be used to transport this publicity to key locations in your area.
- Direct Mailings: Mailing an announcement to every one in the community can be expensive. However, it might be possible to mail a brief announcement with the local utility or phone bill.
- Posters Distributed in the Community: Posters can be placed in prime locations throughout the community. Churches, recreation centers, and other places that children frequent provide good display areas.
- Radio and TV: Prepare information for your local radio and TV stations in order that Public Service Announcements can be made. This is an effective method of recruiting volunteers, as well as publicizing your library's programs.
- Visits: A visit to the local schools before the end of the spring term is a good way of publicizing your program. You might simply make an announcement or plan a preview of things to come. The preview could possibly be a puppet show or skit hinting at what is in store for the young library patrons. You may also consider attending scheduled meetings of local clubs and organizations, such as the Brownies or Cub Scouts or music clubs to explain the need for volunteers and supplies or to announce registration dates for the Summer Reading Club.

TEXAS STYLE TREASURE HUNT: ACTIVITIES FOR YOUR PROGRAM

Texas is a vast and diverse state both geographically and culturally. The six flags it has served under have all influenced the make-up of the state's population and the direction of its growth. "In Search of Texas Treasures" is designed to encourage children to explore the rich history and resources of the state.

Adventure is the key word for this year's program. We hope the materials provided will help you guide children in discovering the past world of pirates, prospectors, and covered wagons, as well as the modern day Texas with skyscrapers and miles of asphalt highways. The Summer Reading Club materials display the blending of the past and present in Texas. Contrasts from one region to another are highlighted in the coins on the poster, mobile, and log.

To supplement the activities you have already planned, this section includes ideas for programs and activities. Suggestions include an oral history project, arts and crafts programs, ideas for bulletin boards, a program on cowboys, and a game on Texas wildlife.

Have fun on your treasure hunt!

SEARCHING FOR TEXAS FOLKLORE TREASURES

Every community has traditional customs, tales, or sayings, that have been handed down from generation to generation. This "handing down" of the past constitutes folklore.

Let this summer's library programs begin or extend your library's role in collecting and preserving the folklore of our interesting and varied state. Children can be easily "turned on" to searching for these folklore treasures as they are immersed in folk influences in their daily lives and need only to have someone "open their eyes" to the treasures they already have. When children and young people discover the folklore of the past, they add another dimension to their appreciation of their "roots." One of the greatest bonuses of this type of project is that it brings people of varying age groups together. When older people know that the children are sincerely interested in their traditions, they eagerly cooperate with the young collectors, and the "generation gap" disappears.

Here is a plan for a summer project in folklore collection which can be implemented on many different levels of involvement.

IDENTIFY RESOURCE PERSONS IN YOUR COMMUNITY. Identify those individuals and groups who are involved in folklore, or any folk related fields, such as folk dance.

PREPARE FOR THE PHYSICAL NEEDS OF THE PROJECT. Set up facilities for the folklore activity. You will need:

- a space set apart from the regular seating arrangement, preferably a "wet carrell" (one that is wired for use of audio-visual equipment) or a table;
- tape recorder, microphone for recording, blank cassette tapes, earphones, if available;
- bulletin board, poster, etc., calling attention to the location of the Texas Folklore Treasures Center.
- large ring binder, loose-leaf paper, colored tab dividers.

PREPARE THE BINDER.

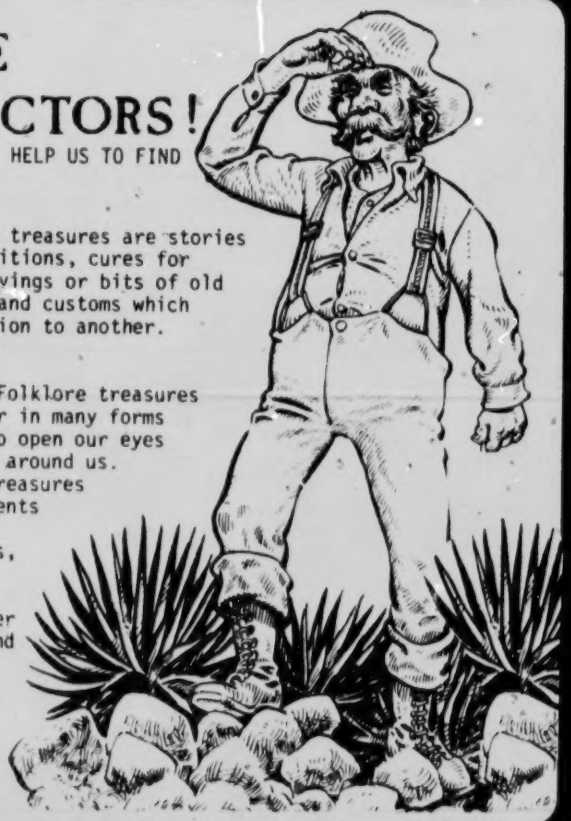
- Suggested cover illustration: old prospector from reading logs.
- Suggested cover title: Texas Folklore Treasures.
- Suggested title page: Texas Folklore Treasures, collected by Texas Folklore Prospectors of _____, Texas, Summer, 1979.

- Arrangement of contents of binder:
  Prospectors: Line off several pages with spaces for Name, Address, Age, and Telephone Number of Texas Folklore Prospectors. Choose an age limit that is appropriate for the project.

  Folklore Treasures: Include here a brief introduction to folklore for the "prospectors." A question and answer format as in the following example will catch and hold the attention.

FOR PROSPECTIVE PROSPECTORS!

JOIN THE RANKS AND ENJOY THE RESULTS! HELP US TO FIND FOLKLORE TREASURES!



What are folklore treasures? Folklore treasures are stories games, songs, dances, recipes, superstitions, cures for various ailments, arts, crafts, old sayings or bits of old fashioned wisdom, and riddles, jokes, and customs which have been handed down from one generation to another.

Where can I find folklore treasures? Folklore treasures are "hidden" in easy reach; they appear in many forms in our everyday lives. We only need to open our eyes and ears to the treasures that are all around us. You will probably find some of these treasures in your own family. Ask your grandparents to tell you stories that they remember from their childhood. Ask your parents, grandparents, and friends to tell you jokes, riddles, and superstitions they remember. Write these stories and other treasures which you have discovered, and share them with the library by writing them in the PROSPECTOR'S NOTEBOOK. Be sure to write your name and address, the name of the person who told you this story, and the date under the treasures you share.

Folktales, Tall Tales, Old Stories: Give a brief definition and example of folktales, tall tales and legends. Ask children to share their favorite ghost story, haunted house story, stories about UFO's, Pecos Bill, the Texas Rangers, and other real or imaginary heroes.

Jump-Rope Rhymes, Rhymes for Other Games: Give a brief explanation of this type of folklore and an example, such as:

A tisket, a tasket,
A green and yellow basket,
I took a letter to my lover
And on the way I dropped it, I dropped it...

Jokes and Riddles: Many jokes and riddles are handed down from generation to generation. Children will enjoy reading some examples of folk riddles and jokes. Ask them to write some of their favorite "knock, knock" or "elephant" jokes or riddles.

Old Sayings, Folk Wisdom, Superstitions: What are some of the beliefs or customs your family enjoy? What advice do you give to help others avoid bad luck? What do you think brings you good luck? Do you know any rhymes or old sayings about the weather? An example of weather forecasting in folklore is:

Red sky in the morning
Sailors, take warning!
Red sky at night,
Sailor's delight.

Autographs, or Wishes: What rhymes or sayings do you like to write in autograph books or on your friends' casts or stuffed animals? This one is familiar:

Roses are red,
Violets are blue,
Sugar is sweet,
And so are you.

Recipes: Are there favorite recipes in your family? What are the special dishes cooked in your family for the holidays, such as Christmas, New Years, or Hanukkah? Why are these "traditional" foods served? Which other recipes have been in your family for a long time?

Miscellaneous: Whatever does not fit into the other types of folklore. you may place here.

MEETINGS FOR TEXAS FOLKLORE PROSPECTORS. Plan a series of meetings with the "prospectors" so that you can be aware of progress and problems.

- Introductory Meeting: Explain to the potential "prospectors" what the Texas Folklore Treasures collection project is, and how to go about collecting examples of folklore in their community. Introduce them to the folklore collection for children, and encourage them to read Texas folklore as well as folklore from other areas. Encourage them also to listen to folklore recordings which are available. The influence of folklore can be found in many other types of library materials, such as works on folk art, puppetry, religion, medicine, music, drama, and many others.

- Sharing Meeting(s): Depending on the availability of time and staff, plan one or more sharing meetings to monitor the progress of the project. In addition, and perhaps the best reason for scheduling one or more of these meetings, the "prospectors" learn through sharing with one another. Tape record these sessions, because the collectors may give the story in more detail in the oral form than they provide in the written account.

  At the end of each sharing session, collect written copies of the stories (etc.) and enter them in the binder. Some children may not have a written copy prepared, so provide paper for them at the library so they can record their folklore. Be prepared to write stories for some of the younger children whose writing skills are not as well developed as their oral language. An adult or an older child can record these stories as the younger child dictates.

- Meeting the Editorial Staff: Volunteers will be needed at all of the sharing meetings to help in the writing of stories for younger children. Volunteers can be recruited from the ranks of teenage library patrons. Some volunteers will be needed after each of the meetings to group similar items in the binder, to type new items for inclusion in the cumulative final product, and to help with the overall editorial tasks. After the last sharing meeting, the final copy will be assembled for duplication.

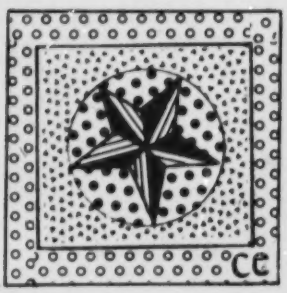
- Final Meeting - THE BIG EVENT: Have the news media informed or on the scene. This will be a big human interest story for the community, and one that the newspapers, radio stations, and television stations should be happy to cover. All members of the Texas Folklore Prospectors should be informed of the meeting.

  Plan a short program in which children might read or tell one of their favorite examples of Texas folklore or demonstrate a folk art or craft they have learned. A short play or puppet show based on a Texas folktale, or a favorite folk hero of Texas could be presented at this time.

  At the end of the program, present each participant in the folklore project with a copy of the Texas Folklore Treasures. Thank them for their hard work in helping to preserve the folklore of our state. Be sure to invite the mayor, the head librarian, president of the local history club or club for historic preservation, or a representative of the Texas Folklore Society to this meeting. Present a copy of Texas Folklore Treasures to your official honored guest(s). This will make the townspeople more aware of the value of the folklore project, and it will impress the children with the worth of their contribution to tracing their heritage.

FANFARE FOR FOLKLORE

Several programs can be planned around the "Folklore Treasures" theme. Here are a few suggestions which may be used independently or in combinations for special effects:



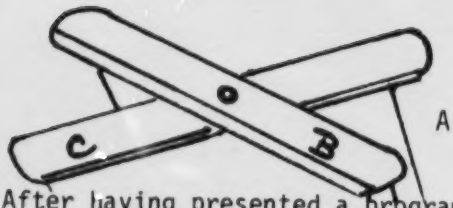
QUILTS AS FOLK ART Invite a local quilting club or individuals who can exhibit samples of their handiwork. If possible, set up a quilting frame and have the quilters demonstrate their art. Exhibit books on quilting, and distribute to the audience a list of books and other library materials on quilting and folk art. Include one or more folk art patterns for beginning quilters with a brief statement on the folk origin of each pattern.

TEXAS TREASURES QUILT Invite patrons of all ages to participate in making a Texas Treasures Quilt, a wall-hanging for the library in celebration of the Summer Reading Program. Distribute squares of fabric at a quilting workshop at the beginning of the summer, and introduce children to simple stitches for embroidering designs on their quilt squares. For children too young to sew, have them help collect material to be added to the quilt.

Encourage participants to create original designs for their quilt squares; however, also make available simple line drawings of Texas symbols, natural resources, folk heroes, historic buildings, etc., which participants may use as patterns or to inspire their original designs.* Ask participants to take home and embroider the design of their choice on the fabric squares and to personalize their work by embroidering their initials under the designs.

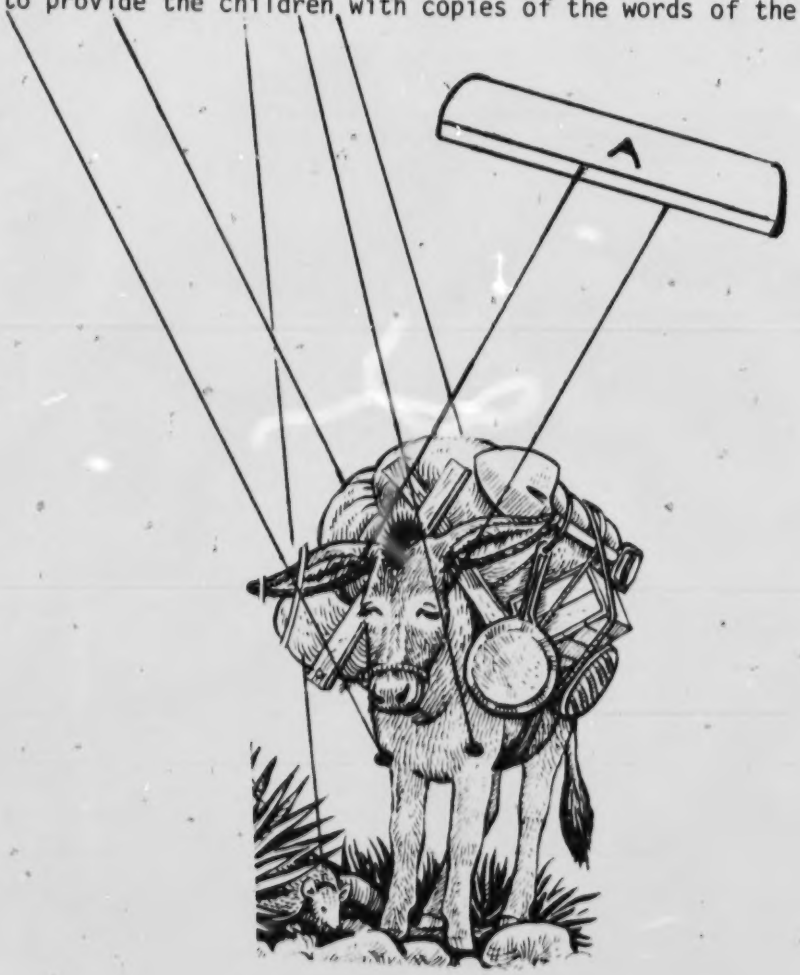
Announce the date of the following work sessions for assembling and sewing together the quilt squares. At the second workshop, enlist the help of participants in arranging the squares and in sewing them together to make the quilt. Prepare a legend giving the initials and names of the workshop participants. Place the framed legend on the wall next to the quilt. Invite the local newspaper and T.V. stations to the workshops to publicize the project and the Summer Reading Club program.

* Additional books of useful line drawings are listed on the Texan Cultures bibliography.



A PUPPET SHOW TEXAS STYLE

After having presented a program to children in which you introduce various Texas folk songs, allow the children to make puppets and present a puppet version of the stories told by these songs. Children or librarians who are well trained in manipulating hand puppets might enjoy having the puppets "lip-sync" various Texas songs, or use a puppet "song leader" and have the puppet lead the children as they sing Texas songs. For this program, you will need to provide the children with copies of the words of the songs.



HOME, HOME ON THE RANGE!

The cattle industry is one of our Texas treasures; and the life of the cowhand is a fascinating subject to most children. Think about combining one or more of these program ideas for a special event, or adapt any of these suggestions for a mini program or a learning center on this popular topic.

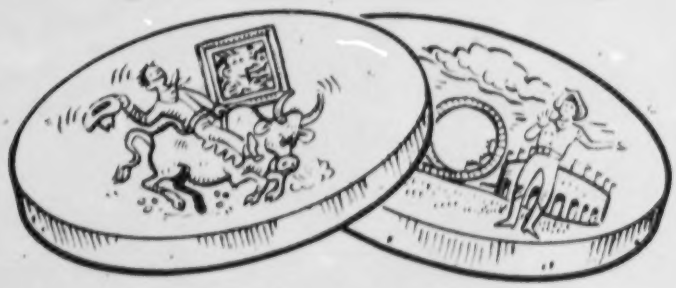
BEGINNING STEPS

- Check your budget for available money to finance the program.
- Check your file of resource people in the community. Are there any real working cowhands in the community? Is there a retired rancher or cowhand available who would enjoy sharing the life of a cowhand with children?
- Identify media sources which are on the subject of cattle ranching.
- Identify volunteer helpers who would be willing to assist you in developing a successful program on cowhands for children.
- Identify books in your collection on cowboys and the cattle industry which could be put on display.

PROGRAM IDEAS

- Show a film or filmstrip which introduces the origin of the cattle industry in this country. Because the Mexican vaquero was the first to handle herds of cattle in Texas, they are truly the forefathers of the cattle industry in Texas. *
- Contrast the life of the cowhand in the early days of Texas with the life of the cowhand today. Prepare a bulletin board or display with the theme "The Cowhand, Then and Now." Display book jackets, artifacts, and photographs on each side of the display. If possible, locate a film, filmstrip, or videotape on this topic and schedule a special showing.

* The Institute of Texan Cultures in San Antonio has assembled a travelling exhibit entitled, "Vaquero: Genesis of the Texas Cowboy." It can be scheduled with the Institute. Rental fee is $50.00.



- Invite "real" cowhands to tell about their work. Ask them to bring along some of the "gear" they use in their work. Allow the children to examine the "gear" used by the cowhands, and to ask questions. Combine this idea with any one of the other program ideas.
- Assemble media for a multi-media program on the life of the modern cowhand. Plan to use recordings of ballads and other songs the cowhands sing, films, slides, photographs, and plan to display objects that are used.

SPECIAL ACTIVITIES.

- "Cowhand Camp-out Cooking": Invite older children and teens to a special program on cooking for campouts. Ask a cowhands' "chuck-wagon cook" or a scoutmaster to present the program. Plan far in advance for this activity so that the right equipment and supplies can be on hand. Some of the topics which would be interesting are: "Chuck-wagon Biscuits," "Foil Wrap-up or Dinner in a Foil Package," and "Cowhand Coffee." Place books on outdoor cooking on display.

  Plan for media coverage for this activity. This is a good program idea to introduce the public to the expanding role of the library as an educational institution.

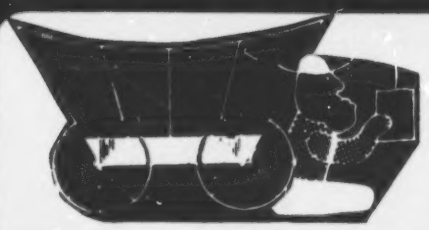
- Plan a Picture Walk!: A picture walk is a good activity to use with a small, young group of children. A picture walk is an activity in which carefully selected pictures on a theme are examined by the participants as they walk around the tables on which the pictures are displayed. (See "Note" at the end of this section for tips on adapting this activity for a large group experience.) The following are suggestions to be used with the picture walk:

  ••Use this activity as a beginning or closing activity for the Summer Reading Club program.

  ••Collect lots of pictures from old magazines which are to be destroyed. Collect pictures of the cowhand in the Old West, as well as the modern cowhand. Look for pictures of ranch life, rodeos, cowhands at work, cowhands using their leisure time, square dancing, and other topics associated with the life of the cowhand. Ask volunteers to help you collect pictures and to prepare them for the library program on cowhands. Of course, after their use in the program, use them on bulletin boards and in displays, then file them in the Vertical File for future needs. Books with appropriate pictures could be placed on tables and instead of choosing his favorite picture, a child would select his favorite book. This could be offered as an alternative to picture collecting.

  ••Explain the rules; provide program participants with a printed copy of the rules. Leave the remainder of the sheet blank so that participants can jot down notes about pictures.

NOTE: For a large group, make name tags and seat 6-8 children at a table. Have a volunteer helper at each table. Distribute pictures or books to each volunteer. The helper places the pictures or books on the table and directs the children to look at them and to find their favorite. The volunteer helper at each table leads the children in a sharing session in which all children have an opportunity to share feelings and ideas about the pictures.



RULES FOR THE PICTURE WALK

1. When the music begins, walk around the tables and look at all of the pictures or books about cowhands and their work.

2. Choose the one picture or book that you like best. If you have already chosen a picture or book, and you find another one that you like better, you may pick up the new picture or book but you must leave the first one you chose in its place.

3. If someone else chooses the picture or book you had wanted, you must go on and select another one. However, if the other player agrees to allow you to have the picture, you may take the picture or book and place your second choice picture or book on the table again.

4. When the music stops, return to your seat with your favorite picture or book. As you wait for the librarian to ask you about a picture, or a picture in the book, think about how the picture makes you feel and what you think the cowhand is doing.

5. Wait until the librarian calls on you to talk about a picture. Sometimes the best way to share a picture with other people is to "act out" what the picture "tells" you. Act out the picture without words, and you are doing "mime." It is often fun to dramatize a scene and let the audience guess what you are doing. This is called "charades" when everyone "mimes" his/her part.

TEXAS WILDLIFE TREASURES LOTTO GAME

Because of its vast size and diversity of terrain, Texas is endowed with a variety of animals and birds.

To introduce children to the wildlife of Texas, an adaptation of a lotto game has been designed. In this game of chance, players are given a game card with pictures on it. Picture cards are drawn at random, and if a player has a corresponding picture on his card, he fills in this square on his playing card. The first person to fill his card wins the game.

RULES FOR PLAYING TEXAS WILDLIFE TREASURES LOTTO

- Texas Wildlife Lotto can be played by all ages. Even children who cannot read can visually match the pictures on their "playing card" with the picture on the "calling cards."
- Up to seven people can play one game. Appoint someone the "caller." (This could also be the librarian or a volunteer.) This is the person who will shuffle and call out the names of the various species on the "calling cards." If none of the children in the group can read, one of the children can assume the role of the "caller" by simply placing the "calling card" in the center of the table so that all players can see it.
- Each time a new "calling card" is shown, the other players examine their cards to see if that animal or plant appears on their cards. If one of the players finds the matching animal or plant on his or her card, he/she picks up the "calling card" and places it over the matching picture on the "playing cards."

OBJECT OF THE GAME

- The first player to fill all spaces on his/her Lotto card, is the winner. The winner calls out "Lotto," and the "caller" inspects the winner's card to verify the person's claim to have "Lotto."
- The person who wins "Lotto" may shuffle the "calling cards" for the next game, or the librarian may wish to find some other way to honor the winners.
- To create a non-competitive atmosphere for this and other games, plan to play until each child's card is filled, and indicate first, second, third, etc. winners.

SUPPLIES

- Picture seals or stamps of birds, plants, flowers, wildflowers, animals, or other kinds of wildlife in Texas need to be acquired for this game. Stamps and seals should be no larger than 3" square. Look for these seals in education or library supply stores, religious education stores, gift, hobby, or department stores. If you want to make a game that can

be played by 2-6 children, you will need two sets of 24 different species of Texas wildlife. To accommodate up to 12 players, you will need four sets of 24 different species of Texas wildlife; this amount will make two complete sets.

Volunteers could also clip out small Texas wildlife pictures (no larger than 3" square) from magazines, greeting cards, brochures, etc. Two pictures of each species are needed. Provide envelopes (small) to the volunteers so that they can place the pictures in the envelopes and label them with the names of the species collected. Pictures do not need to be in color, but color always helps.

- Poster board, white or colored, cut into squares (6" square; 6 cards for 1 game = 1/2 sheet of poster board 12 cards for 2 games = 1 sheet of poster board). Use scraps from other bulletin boards and publicity. (Ask volunteers to keep their scraps from posters and other kinds of cardboard, such as tablet backs.)
- 3" x 5" unlined index cards, cut to 3" x 3" size (or use scraps from posters).
- Laminating film and press to laminate all completed game cards, or clear contact paper (self-adhesive plastic). Cover back and front of all game cards. If your library does not own a laminating press, check with the school district central office and ask if you can get your laminating done there. Also, a business in the community may be willing to donate the materials and the labor for laminating your game cards. A letter from the librarian stating the nature of the donation and the approximate value can be provided to the donor for tax records. Express the library's appreciation to the donor on the back of the card. Not only will your donor's knowledge of this opportunity to advertise be helpful to you in getting the donation, but other potential donors will take note of their potential advertising possibilities and of the library's need for their services.
- Felt tip pens to label cards

NOTE: The National Wildlife Federation (1411 17th Street, N.W., Washington, D.C. 20036) is one source of a variety of games, seals, stamps, and puzzles on wildlife conservation and environmental education. Some of the items for sale through this non-profit organization are: Wildlife Lotto (2-6 players), $3.25; Songbird Dominos, $3.50; Litter Bug Game (for children 4-10 years old), $5.95; Wildlife Concentration (a card game), $1.50; and Wildlife Old Maid, $1.50. Jigsaw puzzles at $4.50 each, include Winter Birds, Woodland Wildlife, and Birds of America.

These packets contain materials on wildlife throughout the country. In order to remain strictly regional, Texas wildlife could be identified and pulled from these collections for "Texas Wildlife Treasures Lotto."

MINI-PROGRAM IDEAS

A good way to involve volunteer teens, adults, and elderly citizens in library programming is to teach the basic skills of storytelling, creative drama, and puppetry to interested citizens so that they can bring the joys of children's literature to all parts of the community. This is an excellent way for elderly citizens and other volunteers to make a unique contribution to the lives of the children in the community. Because our mobile society has removed most children from frequent contact with their grandparents, and because very few elderly people have the opportunity to share their experiences regularly with young children, their volunteer work in a storytelling, puppetry, or creative dramatics project can give the elderly a real sense of involvement and pleasure in an important contribution to their community.

To learn how the Orlando, Florida, Public Library improved the literature experiences of young children through a volunteer storytelling program, obtain their excellent films which helped them to win the John Cotton Dana Award. The titles of their films are: SHARING LITERATURE WITH CHILDREN and WHAT'S SO GREAT ABOUT BOOKS? For information about these films, write to the Orlando Public Library, 10 North Rosalind, Orlando, Florida 32801.

Here are suggestions for a number of additional program ideas which may be useful to you. Develop any one of the ideas or combine several of the program suggestions into a series of programs, or invent your own program ideas.

TEXAS JOURNEY

- Make a game board from a large map of Texas by gluing the map to a piece of poster board with rubber cement. Then, using the Texas Department of Highways Publications N. 11767 (Ride the Texas Trails Series), devise the many pitfalls and rewards the trail blazers will encounter along their journey through Texas. Next, make up the playing cards which will direct the players on their way.

  Make up the instructions for playing the game, such as how many people can play, what is the object of the game, how the players decide who comes first, what happens if two players land on the same space, who wins the game. Based on these rules, assemble the dice or spinner for determining the number of spaces each player moves, and one token for each player (use different colored buttons, thread spools spray painted different colors, etc.). To make the game more durable, laminate the game board, the playing cards, and the instructions. The book GAME THINGS, by Joy Wilt and Gwen Hurn has many suggestions for making your own low-cost games.

Ready made, write-on wash-off reusable playing boards, playing cards, and blank dice, as well as spinners, regular dice, and other helpful game materials are available from school and teacher supply stores. Little Kenny Publications, Inc. is one company which manufactures game components. LITTLE KENNY'S BOOK OF GAMES is given in the bibliography.

- Create a Bulletin Board using the materials that have already been collected for the other projects. Listed here are some ideas for posting information about Texas topics:
- In the regular shelving near the books on Texas, remove several shelves and place in the cavity a piece of painted peg board, cork board, or poster board. Use this for posting information dealing with Texas subjects.
- Cut out the shape of the state of Texas from a sheet of plywood or heavy poster board with a jigsaw. Paint the surfaces or cover with contact paper. Suspend this "Texas board" from the ceiling with nylon fishing line. Hang it where children can read it. (Hang it in a browsing area, such as near the magazines.) Try to position it so that children can read both sides of the "Texas board."
- Make a small easel from strong cardboard. Place a small poster on an easel on the top of the picture book shelves or on a table in the children's area.
- Make a magnetic board from a cookie sheet. Cover the cookie sheet with fabric or contact paper. Buy a roll of magnetic flexible strip* from the supermarket or hardware store. Cut small squares of the magnetic flexible strip, remove the paper backing from the squares of tape and press the adhesive side onto the paper, figures, index cards, etc. which contain the information about Texas which you are sharing. Hold it in your hand or in your lap at story time, then post it in an accessible place for children to read again.
- Laminate a poster board with the caption "Texas Trivia Treasures" with laminating film or clear contact paper. This will provide a writing surface where questions and information concerning Texas can be written, then erased. Large, easy-to-read printing should be used on the Texas fact board, with only one or two items of information highlighted each week. The board should be kept at eye level for the average child, and color should be used to attract the child's attention.
- Call attention to books of facts about Texas by setting up a Calendar Center with questions which your young patrons can answer by using one of the fact books about Texas and Texans. This calendar center can call attention to events which took place on that date in Texas history, or it can be used as an awareness center for facts in Texas culture and history.

* One brand is Selfix Maggie Flexible Strip.

TEXAS TRIVIA TREASURES

camel express?

Did you know that we not only had a pony express in this state, but we also had a camel express at one time? Not only was there a Camel Corps to carry mail across the desert, but a special camp was also built for the camels and their riders. The camp was called Camp Verde and was located south of Kerrville. The camp was built in 1856.

Texas Guidebook, 1970, p. 208

first texas health spa?

Sour Lake, Texas, is the oldest town in Hardin County. People came to Sour Lake to drink the oily water that oozed out of the ground. Stephen Jackson is credited with recognizing the fact that people would pay to drink their "natural resource." In 1851, a health resort hotel was built here, and people would bathe in the water and drink it. Many of the people who came were rich and famous; one of these was the Texas hero Sam Houston.

The health spa went out of business in the early 1900's when Sour Lake became a boom town because of the discovery of oil. It was here that the Texaco Oil Company had its beginning.

The Eyes of Texas, 1977, pp. 16-17

barbed bushes?

Before the invention of barbed wire, cattle ranchers planted bois d' arc, a thorny hedge, as fences around their ranches. The Texas pronunciation for bois d' arc is "bode ark."

Texas Guidebook, 1970, p. 14

sheep shirts?

In the area around Roosevelt and Sonora, Texas, at shearing time, visitors may be surprised to see the sheep and goats wearing sheep shirts and goat coats made of a heavy duck cloth. There's a good reason; this helps to keep them from getting sick from sudden changes in the weather.

Texas Guidebook, 1970, p. 14

PIRATES OF THE TEXAS COAST

- The romance, danger, and adventure conjured up by the word "pirate" can be a great asset to a program on pirates of the Texas coast. Children may know very little about pirates, so a film or filmstrip about what pirates were and their role in the history of Texas would be useful. Give media talks about some of the books and audio-visual materials which the library has on pirates. Have a game called "Walk the Plank" in which the plank is really a board or piece of heavy cardboard on the floor. The players each have a turn to get blindfolded and walk the plank. If a child's foot slips off the plank, the program moderator, acting as a shark, "catches" the unfortunate adventurer. A great creative dramatics or participatory storytelling session could also result from the pirate theme.

  Plan a scavenger hunt game as another activity (or an alternate activity to "Walk the Plank"). Prior to the program, hide the treasures outdoors or in the meeting room where the program is held. Provide maps of the buried treasure. See who will get to the treasure chest first.

HERITAGE TRAILS

- Identify the historical landmarks and historic buildings in your home town. Plan a hike to the landmarks, or lay out facsimile "trails in the library" with historical markers which describe the importance of the historic battle, settlement, building, which appears in that area.

  The Cub Scouts have a Heritage Trail booklet for various areas. Check with your local Girl Scouts and Boy Scouts about their publications on this subject.

- Plan a project in which children and young people compile a notebook of what to see and do in their home towns. Include the usual tourist attractions, but also include places where teachers or parents might wish to take their students or children, such as a bottling plant or fire station. Illustrate it with the children's drawings.

  Look at the guidebooks to Austin (What Can I Do?) and Houston (Children's Guide to Houston) for ideas about additional facts to include.

TEXAN CULTURES PROGRAM

- Almost all children enjoy learning about native Americans. You might plan a program around the Indians of Texas. Collect artifacts for a display, or ask a collector of Texas Indian artifacts to bring his/her collection and have a short program for children in which the collector describes how and where to find Indian artifacts, the uses of various items in the collection, and the history of the tribes from which the artifacts come. If possible, invite a Texas citizen of native American descent to talk about his/her personal history and the history of his/her people. Plan to tell or read some folk tales from Texas Indians. Demonstrate how to make cornhusk dolls and other crafts which come from the native American tradition.

Plan other programs around the other ethnic groups in Texas. The materials from the Institute of Texan Cultures will be helpful to you in planning these programs.

This type of program will help children to discover a frequently forgotten natural resource of Texas - the people of Texas!

TEXAS INDIANS' PICTURE WRITING

DISCOVERING TEXAS TREASURES: TEXAS' CREATIVE ARTISTS.

- Plan a program or series of programs around an important part of our riches in Texas: the creative artists of Texas. This would include authors, artists, craftsmen, musicians, photographers, actors and actresses, puppeteers, and so on. If you already keep a file of these important resource people in the community, you are ahead of the game! But if you don't have a file established, don't give up hope! You can identify a number of tentative program guests by using the yellow pages in your telephone book, going to arts and crafts fairs, visiting arts and crafts stores and speaking with the managers about local artisans, visiting book stores and chatting with store managers, reading the newspaper carefully for articles or advertisements about creative artists in your area, watching and listening to local "talk" shows on the radio and television, etc. After you have identified your target group, call them or visit them and ask about possible ways they can share their time and something about their work with the children. Ask the artists and authors if they would mind sharing the program time with another guest. By planning for two short program segments, the audience will be more attentive because you can plan for a short stretching break between the two presentations.

ART IN MEDIA PROGRAM.

- Plan a children's workshop in making original slides, animated movies, and filmstrips. Enlist the help of some creative media specialists or school librarians who are familiar with teaching children to make and use their own media.

APPENDIX

Texas Trivia

STATE MOTTO: "Friendship"

STATE TREE: Pecan

STATE BIRD: Mockingbird

STATE FLOWER: Bluebonnet

SIX FLAGS OVER TEXAS: Spain, France, Mexico, Republic of Texas, Confederate States of America, United States of America

TEXAS STATE FLAG: The Lone Star Flag consists of a blue field a single white star and white and red horizontal stripes, with white uppermost. This flag was adopted by the Third Congress of the Republic, January 25, 1839, at Houston. Although generally used, the state flag was not officially described and usage rules adopted until 1933. (Texas Almanac, 1978-79, p. 387)

STATE SEAL: The seal of the State of Texas consists of a "star of five points, encircled by olive and live oak branches," and the words, "The State of Texas." The state seal is a slight modification of the Great Seal of the Republic of Texas, adopted by the Congress of the Republic, December 10, 1836, and readopted with modification in 1839. (Texas Almanac, 1978-79, p. 388)

TEXAS RANGERS: In existence since colonization, the rangers have patrolled the frontiers of the state. Today, they are part of the Department of Public Safety and have duties in the areas of law enforcement, major crimes and mob violence.

"REMEMBER THE ALAMO!": Six weeks after the fall of the Alamo in the Texas-Mexican War, General Sam Houston led his force of 910 Texans in battle against Santa Anna's forces numbering over 1,200. The battle cry was "Remember the Alamo!" The Battle of San Jacinto lasted 18 minutes and won Independence for Texas. (This is Texas, M. Sasek, New York: Macmillan Co., 1967, p. 44)

STATE SONG: Texas, our Texas! All hail the mighty state!
Texas, our Texas! So wonderful, so great!
Boldest and grandest, withstanding every test;
O empire wide and glorious, you stand supremely blest.

Chorus

God bless you, Texas! And keep you brave and strong.
That you may grow in power and worth, throughout the ages long.

Refrain

Texas, O Texas! Your freeborn single star,
Sends out its radiance to nations near and far.
Emblem of freedom! It sets our hearts aglow
With thoughts of San Jacinto and glorious Alamo.
Texas, dear Texas! From tyrant grip now free,
Shines forth in splendor your star of destiny!
Mother of Heroes! We come your children true.
Proclaiming our allegiance, our faith, our love for you.

---Words by Gladys Yoakum Wright and William J. Marsh. Music by William J. Marsh.

THE EYES OF TEXAS: The eyes of Texas are upon you
All the livelong day.
The eyes of Texas are upon you
You cannot get away.
Do not think you can escape them,
At night or early in the morn,
The eyes of Texas are upon you
Till Gabriel blows his horn.

---Works by John Lang Sinclair. Tune of "I've Been Working on the Railroad."

William Lamdin Prather, president of the University of Texas, from 1899-1906, frequently said to the students, "The eyes of Texas are upon you." A university minstrel, as a prank when President Prather was around, sang this song. Gradually, it becam accepted as the official song of the University of Texas at Austin. (Texas Almanac, 1978-79, p. 388.)

An abundance of information on Texas is available in the Texas Almanac, published annually by the Dallas Morning News.

SUBJECT BIBLIOGRAPHY

Subjects are alphabetically arranged. Title entries are alphabetically arranged within subject areas. When the title of a work adequately describes the contents of the work, no annotation is given.

CHILDREN'S LITERATURE: SELECTION AND UTILIZATION

ADVENTURING WITH BOOKS: 2,400 TITLES FOR PRE-K - GRADE 8. Prepared by Shelton L. Roote, Jr. and a committee of the National Council of Teachers of English. 3d ed. New York: Citation Press, 1973.

A selection guide for children's books, with annotated listings arranged by subject.

BEST BOOKS FOR CHILDREN; PRESCHOOL THROUGH MIDDLE GRADES. Edited by John T. Gillespie and Christine Gilbert. New York: Bowker, 1978.

The best in books for preschool through middle-grade children are included in this greatly revised and enlarged edition of a former standard selection aid. A subject arrangement gives easy access to approximately 7,000 titles and their annotations.

THE BLACK WORLD IN LITERATURE FOR CHILDREN: A BIBLIOGRAPHY OF PRINT AND NON-PRINT MATERIALS. Edited by Joyce White Mills. Atlanta, Ga.: Atlanta University, School of Library Service, 1975- . Annual.

An annual compilation of the books and audio-visual materials about black people in the United States and Africa. All works included are carefully annotated. Critical ratings of "highly recommended," "recommended," and "not recommended" are used. Most of the items included are rated; but whenever a review copy could not be obtained, the work was annotated, but not rated. The bibliography was divided into two major divisions: one for younger children, ages 3-8, and one for older children, ages 9-13.

BOOKS ON AMERICAN INDIANS AND ESKIMOS: A SELECTION GUIDE FOR CHILDREN AND YOUNG ADULTS. Edited by Mary Jo Lass-Woodfin. Chicago: American Library Association, 1978.

A much-needed and well-executed reference for guiding librarians and teachers in the selection of American Indian and Eskimo materials for children and young adults. The annotated bibliography of books is preceded by an excellent essay on the "state of the art" in materials dealing with the American Indian and Eskimo. The editor discusses problems and criteria for selection of books about these ethnic groups. Several books dealing with Texas subjects are evaluated.

CHILDREN AND BOOKS. By Zena Sutherland and May Hill Arbuthnot. 5th ed. Glenview, Il.: Scott, Foresman, 1977.

A standard textbook in the field of children's literature, this work offers suggestions for developing a dynamic literature program.

CHILDREN'S CATALOG. Bronx, N.Y.: Wilson, 1976. Annual supplements.

A basic selection tool, which lists and annotates recommended children's books from preschool through sixth grade.

CHILDREN'S LITERATURE IN THE ELEMENTARY SCHOOL. By Charlotte S. Huck. 3d ed. New York: Holt, 1976.

A well-known text on selection and utilization of children's literature, with bilbiographies of recommended books at the ends of chapters.

CHILDREN'S MEDIA MARKET PLACE. Edited by Deirdre Boyle and Stephen Calvert. Syracuse, N.Y.: Gaylord/Neal Schuman, 1978.

A comprehensive directory of publishers, A-V producers, periodicals, reviewing periodicals and selection aids, and children's and young adults' library services coordinators.

THE ELEMENTARY SCHOOL LIBRARY COLLECTION: PHASES 1-2-3. Edited by Phyllis Van Orden. 10th ed. New Brunswick, N.J.: Bro-Dart Foundation, 1976.

A selection aid which includes first, second, and third priorites for purchase of print and non-print media.

THE HORN BOOK MAGAZINE. Boston, Ma.: Horn Book, bi-monthly.

Reviews books and audiovisual materials for children and young adults.

INTRODUCTION TO CHILDREN'S LITERATURE. By Joan I. Glazer and Gurney Williams III. New York: McGraw-Hill Book Co., 1979.

Part II of this up-to-date textbook includes numerous activities which can be correlated with the study of children's literature.

JUNIOR HIGH SCHOOL LIBRARY CATALOG. Edited by Estelle A. Fidell and Gary L. Bogart. 3d ed. Bronx, N.Y.: Wilson, 1975.

A basic book selection aid with annotated entries for the junior high school library.

LITERATURE AND YOUNG CHILDREN. Edited by Bernie E. Cullinan and Carolyn W. Carmichael. Urbana, Il.: National Council of Teachers of English, 1977.

Contains a broad sample of literature and philosophy about use of literature for children.

LITERATURE AND YOUNG CHILDREN: CLASSROOM APPROACHES (Tape Cassette) By John Stewig. Urbana, Il.: National Council of Teachers of English, 1976.

Demonstration of techniques to enrich children's enjoyment and understanding of literature.

MEXICAN AMERICANS: RESOURCES TO BUILD CULTURAL UNDERSTANDING. By Lois B. Jordan. Littleton, Co.: Libraries Unlimited, Inc., 1973.

A selective bibliography of print and non-print media on Mexican Americans for all reading levels.

RESPONSE GUIDES FOR TEACHING CHILDREN'S BOOKS. By Albert B. Somers and Janet Evans Worthington. Urbana, Il.: National Council of Teachers of English, 1979.

A guide to 27 popular children's books for teachers and librarians. The purpose is to elicit interest, excitement, and active participation from students, by providing for the teachers discussion guides and many ways to elicit responses from children.

A SELECTIVE GUIDE TO IN-PRINT CHILDREN'S BOOKS ABOUT THE SOUTHWEST, 1974-1977. Southwestern Library Association. Youth Services Interest Group. Dallas, Tx.: Southwestern Library Association, 1977.

Includes one section on Texas in children's books.

TEXAS CURRENT BIBLIOGRAPHY AND INDEX. Austin, Tx.: Bibliographic Society, 1975- Quarterly.

Lists new books and reviews of new books about Texas.

THE TEXAS HISTORY TEACHER'S GUIDE TO SUPPLEMENTARY MATERIALS AND PROFESSIONAL BIBLIOGRAPHY. Compiled by the Texas History Education Advisory Committee, Texas State Historical Association. Austin, Tx.: The Texas State Historical Association, 1976.

Lists of current book and audio-visual media covering the scope of the history of Texas are included.

TEXAS IN CHILDREN'S BOOKS. Compiled by Kay Pinckney Braziel and Dorothy Brand Smith. Austin, Tx.: University of Texas at Austin, Graduate School of Library Science, 1974.

A selective guide to in-print children's books about Texas.

TOP OF THE NEWS. Chicago: American Library Association, quarterly.

The official journal of the Association for Library Service to Children and of the Young Adult Services Division of the American Library Association. A basic tool for keeping in touch in children's and

young adults' media and services.

USING LITERATURE IN THE ELEMENTARY CLASSROOM. Edited by John Warren Stewig and Sam L. Sebesta. Urbana, Il.: National Council of Teachers of English, 1978.

Many suggestions for correlating children's literature with the elementary school curriculum.

WORD MUSIC AND WORD MAGIC: CHILDREN'S LITERATURE METHODS. By James A. Smith and Dorothy M. Park. Boston: Allyn and Bacon, Inc., 1977

Methods for the use of all types of media with children.

WORDS LIKE FREEDOM; A MULTI-CULTURAL BIBLIOGRAPHY: AN ANNOTATED BIBLIOGRAPHY OF PRINT AND NON-PRINT MATERIALS. Compiled by the Human Relations Committee of the California Association of School Librarians. Burlingame, Ca.: California Association of School Librarians, 1975.

Evaluates materials which present many points of view on the ethnic experiences of Mexican Americans, Asian Americans, Black Americans, and Native Americans. For each ethnic group, this bibliography briefly annotates audio-visual and print media about the ethnic group, its place in history and American culture, and the contemporary life and concerns of citizens in each ethnic group.

YOUR READING: A BOOK LIST FOR JUNIOR HIGH SCHOOLS. Edited by Charles B. Willard. 5th ed. Urbana, Il.: National Council of Teachers of English, 1975.

Annotated guide to over 1,300 books recommended for the junior high school reader.

CRAFTS AND GAMES

CHILDREN'S CRAFTS. By the editors of Sunset Books and Sunset Magazines. 2nd. ed. Menlo Park, Ca.: Lane, 1976.

Instructions for easy-to-make puppets for ages 5-12, crafts that can be used in playing games, and hundreds of other ideas.

CHILDREN'S DIGEST, INCORPORATING CHILDREN'S PLAYCRAFT. Bergenfield, N.J.: Parent's Magazine Enterprises, monthly except June and August.

A magazine for children, each issue packed with ideas for activities, including crafts that can be used in playing games, and puppetry.

THE COMPLETE BOOK OF INDIAN CRAFTS AND LORE. By W. Ben Hunt. New York: Golden, 1954.

Well-illustrated. Authentic.

CRAFTS FOR CUB SCOUTS. By the Boy Scouts of America. (Pow Wow Series) North Brunswick, N.J. : Boy Scouts of America, 1963.

Easy step-by-step directions for making a variety of crafts, many of which can be used in playing games.

CRAFTS FOR THE CLASSROOM. By Earl W. and Marlene M. Linderman. New York: Macmillan, 1977.

A handbook intended for classroom teachers, this is a practical guide for any adult who works with children and young people in the creation of arts and crafts items. Includes everything from macrame and weaving to pottery and modeling.

CUB SCOUT FUN BOOK. By Felicie T. and Felicie C. Kenower in collaboration with Bill and Bernard Martin. North Brunswick, N.J.: Boy Scouts of America, 1956.

Easy crafts and games for children from 8 to 10 years of age. Of special interest for this summer's reading programs are the "Pirate Gold" game, pp. 66-67; "Game Boards," p. 20; "Stick Puppets," pp. 24-26; and "Graham-Cracker Fort," pp. 28-29.

EXPLORING THE HAND ARTS. By Corinne Murphy. New York: Girl Scouts of the U.S.A., 1977.

Handicrafts of all kinds.

GAME THINGS: 60 ACCESSORIES AND IDEAS FOR INDOOR AND OUTDOOR GAMES. By Joy Wilt and Gwen Hurn. (Can, Make, and Do Series) Waco, Tx.: Creative Resources, 1978.

Well-illustrated, easy-to-follow directions for designing original games.

GAMES OF THE WORLD: HOW TO MAKE THEM, HOW TO PLAY THEM, HOW THEY CAME TO BE. Edited by Frederic V. Gounfeld. New York: Ballantine Books, 1975.

A crafts book! A sports book! A history book!

GAMES THE INDIANS PLAYED. By Sigmund A. Levine. New York: Dodd, 1974.

A handbook which would be helpful in planning activities for programs about native Americans.

INDIAN GAMES AND CRAFTS. By Robert Hofsinde. New York: Morrow, 1957.

LITTLE KENNY'S BOOK OF GAMES, K-8. 2nd ed. Chicago: Little Kenny Publications, 1973.

Why not create original games and puzzles to carry out the summer reading club theme? Here is a guide to creating games for entertainment or to reinforce learning. Little Kenny Industries manufactures components for use in designing original games, such as spinners, bean bags, blank and regular dice, and other "write and wipe" supplies.

MAKE YOUR OWN ANIMATED MOVIES: YELLOW BALL WORKSHOP FILM TECHNIQUES. By Yvonne Andersen. New York: Little, 1970.

A survey of preparation techniques in making animated film and the intricacies of filming itself.

THE NEW AMERICAN QUILT: AN INNOVATION IN CONTEMPORARY QUILT DESIGN. By Margit Echols. Garden City, N.Y.: Doubleday, 1976.

Design and patternmaking techniques, with patterns and step-by-step instructions for a city quilt.

THE NEW GAMES BOOK: PLAY HARD, PLAY FAIR, NOBODY HURT. By Andrew Fluegelman. Garden City, N.Y.: Doubleday, 1976.

Descriptions of non-aggressive "new games" emphasizing cooperative efforts, suitable for all ages.

PAPER, PENCILS, AND PENNIES: GAMES FOR LEARNING AND HAVING FUN. By Ronald T. Hyman. (A Spectrum Book) Englewood Cliffs, N.J.: Prentice-Hall, 1977.

A wide variety of simulation and educational games for children of all ages. The games can easily be incorporated into library programming without any special equipment-- just paper, pencils, and pennies.

PLAY BOOK. By Steven Caney. New York: Workman Publishing Company, 1975.

Projects, constructions, games, puzzles, and other activities for children. Especially helpful for this summer's programs on Texas are the sections on God's Eye weaving (a Mexican-American craft) and the section on designing you own games.

RESOURCES FOR CREATIVE TEACHING IN EARLY CHILDHOOD EDUCATION. By Bonnie Mac Flemming and Darlene Scottley Hamilton. Songs and Paradies by Jo Ann Deal Hicks. New York: Harcourt, Brace, Jovanovich, Inc., 1977.

This book combines a quick reference for basic information as well as a wealth of ideas for inexpensive games, dramatic activities, and props, music, learning games, field trips.

SIMULATION GAMES: DESIGN AND IMPLEMENTATION. By Robert Maidment and Russel H. Bronstein. Columbus, Oh.: Merrill, 1973.

Discusses design and use of simulation games, and includes "A Select List of Commercial Simulation Games," pp. 89-95, as well as a good bibliography.

THE STANDARD BOOK OF QUILT MAKING AND COLLECTING. By Marguerite Ickis. New York: Dover Publications, Inc., 1949.

A complete, easy-to-follow guide.

TEDDY BEARS AND HOW TO MAKE THEM. By Margaret Hutchings. New York: Dover Publications, Inc., 1964.

All of the crafts secrets of the creators of the original teddy bears can be put to work by librarians, children, and teens in the creation of Texas animal puppets or stuffed animals which can be used in the production of a Texas wildlife puppet show or in creating dioramas representing the natural habitat of Texas wildlife.

DRAMA, CREATIVE DRAMA, PUPPETRY

THE ART OF MAKING PUPPETS AND MARIONETTES. By Charlene Davis Roth. (Chilton's Creative Crafts Series) Radnor, Pa.: Chilton Book Co., 1975.

Puppetry is an exciting craft that incorporates sculpture, costume, design, theater, and pantomime into one creative activity. This book includes patterns and complete instructions for making and operating nineteen puppets, complete with scenery, props, and stages.

CREATIVE DRAMA AND IMPROVISED MOVEMENT FOR CHILDREN. By Janet Goodridge. Boston: Plays, 1971.

Practical suggestions for integrating creative drama with other school subjects, such as music, English, physical education, and art.

CREATIVE DRAMATICS FOR THE CLASSROOM TEACHER. By Ruth Beall Heinig and Lydia Stillwell. Englewood Cliffs, N.J.: Prentice-Hall, 1974.

This is a "how-to" book emphasizing the activities themselves rather than theory or philosophy. It offers a step-by-step approach to creative dramatics activities for persons who are inexperienced in creative dramatics techniques.

CREATIVE DRAMATICS IN THE LIBRARY. By Nancy Pereira. 2nd ed. rev. (New Plays Books) Rowayton, Ct.: New Plays, 1976.

A handbook on the development of creative dramatics programs in the library.

50 PROJECTS FOR CREATIVE DRAMATICS. By Roberta Nobleman. (Dramatics in Learning) Rowayton, Ct.: New Plays for Children, 1971.

Simple project "recipes" for creative dramatics that can be used in library programs.

FOLK PUPPET PLAYS FOR THE SOCIAL STUDIES. By Margaret Weeks Adair and Elizabeth Papapoff. New York: Day, 1972.

Texts of 16 short plays with instructions for making the puppets. The concluding chapters give ways to successfully dramatize folk-tales, make television shows, and make use of pantomime.

INDEX TO CHILDREN'S PLAYS IN COLLECTIONS. By Barbara A. Kreider. 2nd ed. Metuchen, N.J.: The Scarecrow Press, Inc., 1977.

An alphabetically arranged subject bibliography of children's plays is followed by a cast analysis section in which the plays are arranged by the number of characters. A bibliography of the 66 play collections indexed in this work appears last.

MAKING PUPPETS COME ALIVE, A METHOD OF LEARNING AND TEACHING HAND PUPPETRY. By Larry Enger and Carol Fijan. New York: Taplinger, 1973.

A fine handbook on all aspects of making and manipulating hand puppets.

MARIONETTES: HOW TO MAKE AND WORK THEM. By Helen Fling. New York: Dover Publications, Inc., 1973.

This work is a revised republication of the original four-volume work entitled Marionette Hobby-Craft. A comprehensive handbook on marionettes from making the head to designing the set and producing the show, this work would also be valuable to the librarians and children who prefer working with hand puppets.

PANTOMIMES, CHARADES AND SKITS. By Howard Vernon. New York: Sterling, 1974.

Introduction to mime for children. Suggestions could be used in a creative dramatics workshop.

PIANO SOUND EFFECTS FOR CREATIVE DRAMATICS. By Carmino Ravosa. Rowayton, Ct.: New Plays for Children, 1977.

Thirty different piano effects covering a wide variety of dramatic improvisations.

PLAYS, THE DRAMA MAGAZINE FOR YOUNG PEOPLE. Boston: Plays, Inc., monthly.

Published October through May, each issue includes royalty-free plays for all grades, elementary through senior high school.

A PUPPET CORNER IN EVERY LIBRARY. By Nancy Renfro. San Francisco, Ca.: The Puppetry in Education News, 1978.

This much-needed handbook is especially for librarians! It is filled with fresh and imaginative ways for librarians to use puppets with children. Other treasures in this book include ideas on how to prepare puppet show kits for circulation, how to finance puppet shows,

planning and holding puppetry workshops for children and adults, and an excellent bibliography of additional references. A must in every library contemplating or planning puppetry programs for children and adults.

PUPPET FUN: PRODUCTION, PERFORMANCE AND PLAYS. By Nellie McCaslin. New York: McKay, 1977.

Describes the construction of puppets and small puppet stages. Also includes several puppet plays with staging instructions.

PUPPET PLAYS FOR YOUNG PLAYERS: 12 ROYALTY-FREE PLAYS FOR HAND PUPPETS, ROD PUPPETS, OR MARIONETTES. By Lewis Mahlmann and David Cadwalader Jones. New York: Plays Inc., 1974.

Plays, production notes, and a section on producing a puppet play make this a very useful work.

PUPPETS WITH PIZZAZ: 52 FINGER AND HAND PUPPETS CHILDREN CAN MAKE AND USE. By Joy Wilt, Gwen Hurn, and John Hurn. (Can, Make, and Do Series) Waco, Tx.: Creative Resources, 1977.

Graphically illustrates each step in the process of making and using puppets. This book is followed by MORE PUPPETS WITH PIZZAZ and PUPPET STAGES AND PROPS WITH PIZZAZ.

SKITS AND PUPPETS. By the Boy Scouts of America. (Pow Wow Series) North Brunswick, N.J.: Boy Scouts of America, 1963.

An introduction to the creation of simple puppets, with instructions for script-writing for puppet shows, making puppet theaters, and puppet show production. This work also includes other dramatic arts, such as pantomime, creative dramatics, and numerous short skits.

SONGS CHILDREN ACT UP FOR. By Carmino Ravosa. Rowayton, Ct.: New Plays for Children, 1977.

Twenty-two action songs which can be used for creative dramatics sessions for all ages. Music and lyrics are given along with simple directions for role-playing and pantomiming activities.

A SPACE WHERE ANYTHING CAN HAPPEN: CREATIVE DRAMA IN A MIDDLE SCHOOL. By Rosilyn Wilder. Rowayton, Ct.: New Plays Books, 1977.

This book is a treasure in itself. Most books on creative drama deal with experiences which can be used with preschool or primary school children. This book is different. Rosilyn Wilder explains and clearly illustrates techniques for sharing the joys of creative drama with children from 10 to 15 years old. Brief annotated bibliographies at the ends of chapters suggest further reading.

USING CREATIVE DRAMATICS OUTSIDE THE CLASSROOM. By Roberta Nobleman. (Dramatics in Learning) Rowayton, Ct.: New Plays for Children, 1974.

Ideas for creative dramatics in all sorts of environments and for all ages.

FOLKLORE

AMERICAN FOLKLORE. By Richard M. Dorson. (The Chicago History of American Civilization) Chicago: The University of Chicago Press, 1959.

A survey of the entire field of America's folklore--from the colonies to the present. The Davy Crockett legends, pp. 203-214; the origin of Pecos Bill, p. 215; The Tales of Gilbert (Gib) Morgan, tall tale raconteur of the Texas oil fields, pp. 226-231. Outlaws who lived in Texas including Jesse James, Billy the Kid, Sam Bass, and the role of the Texas Rangers in Texas history, pp. 236-243.

AMERICA'S ABOMINABLE SNOWMAN: BIGFOOT. By Elwood D. Baumann. New York: Franklin Watts, 1975.

This juvenile book presents evidence for the existence of the creatures which are thought to be strangely humanlike and apelike. Actual photographs of footprints of Bigfoot creatures and eye-witness accounts of sightings of the giant.

AN AUDIO-VISUAL HISTORY OF AMERICAN FOLK MUSIC. [5 filmstrips, 5 recordings (33-1/3 rpm.)] Educational Audio Visual, 1975.

Traces the history of American folk music through the music itself.

THE BOY WHO COULD DO ANYTHING, AND OTHER MEXICAN FOLK TALES. By Anita Brenner. Reading, Ma.: Addison-Wesley Publishing Co., 1942.

25 Mexican folk tales.

COWBOY SONGS AND OTHER FRONTIER BALLADS. By John Avery Lomax and Alan Lomax. Rev. & enl. ed. New York: Macmillan, 1938.

Music and lyrics are included in this standard work.

CROSS YOUR FINGERS, SPIT IN YOUR HAT: SUPERSTITIONS AND OTHER BELIEFS. Compiled by Alvin Schwartz. New York: Lippincott, 1974.

THE CUCKOO'S REWARD. By Daisy Kouzel. Garden City, N.J.: Doubleday, 1977.

This Mayan legend explains why the cuckoo is gray, why she can't sing and why her children are cared for by others. Text is bilingual,

written side by side in English and Spanish.

CUENTOS DE AYER PARA NINOS DE HOY. (YESTERDAY'S TALES FOR TODAY'S CHILDREN.) By Alicia Salinas. Alice, Tx.: Alice Public Library and the Bilingual Department of the Alice Independent School District, 1977.

A bilingual collection of Mexican folktales designed for elementary children. There is an excellent bibliography.

DICTIONARY OF MYTHOLOGY, FOLKLORE AND SYMBOLS. By Gertrude Jobes. New York: Scarecrow Press, 1961, 2 v. Index - v. 3.

DISCOVERING FOLKLORE THROUGH COMMUNITY RESOURCES. By the Migrant Inservice and Curriculum Dept. Pharr-San Juan-Alamo School District, no date. (Available in single xerox copies from the Dissemination and Assessment Center for Bilingual Education, 7703 North Lamar Blvd., Austin, Tx. 78752)

An excellent curriculum guide designed to rediscover and present part of the culture of the Mexican American as it relates to the folklore. Beliefs, customs, celebrations, faith healers, herbs (medicinal), historical sites, proverbs and sayings, riddles, tales, and cuentos are topics dealt with.

FOLK STORIES OF THE SOUTH. By M. A. Jagendorf. New York: Vanguard; 1972.

FOLKLORE: AN ANNOTATED BIBLIOGRAPHY AND INDEX TO SINGLE EDITIONS. By Elsie B. Ziegler. Westwood, Ma.: F. W. Faxon Co., 1973.

FOLKLORE AND FOLKLIFE: AN INTRODUCTION. Edited by Richard M. Dorson. Chicago: University of Chicago Press, 1972.

An anthology of readings in folklore, folklife, and folklore methods.

FOLKLORE FROM AFRICA TO THE UNITED STATES: AN ANNOTATED BIBLIOGRAPHY. Compiled by Margaret N. Coughlan. Washington, D.C.: Library of Congress (Supt. of Docs., U. S. Government Printing Office) 1976.

FOLKLORE IN THE CULTURE OF THE CHILD. By Virginia Haviland. (Prelude, Mini-Seminars on Using Books Creatively, Series 3.) New York: Children's Book Council, 1977.

An audio cassette tape recording on effective and creative methods of using folklore with children.

THE FOLKLORE OF TEXAN CULTURES. Edited by Francis Edward Abernethy. 1st. ed. (Publications of the Texas Folklore Society, no. 38) Austin, Tx.: Encino Press, 1974.

Stories from the many cultural groups of Texas.

FOLKLORE OF THE NORTH AMERICAN INDIANS: AN ANNOTATED BIBLIOGRAPHY. Compiled by Judith C. Ullom. Washington, D.C.: Library of Congress; for sale by the Supt. of Docs., U. S. Government Printing Office, 1969

FOLKLORE OF THE OIL INDUSTRY. By Mody C. Boatright. Dallas, Tx.: Southern Methodist University Press, 1963.

Tall tales and other stories about Gib Morgan and other famous oil field workers.

FOLKLORE ON THE AMERICAN LAND. By Duncan Emrich. Boston, Ma.: Little, Brown, 1972.

FUN IN AMERICAN FOLK RHYMES. Compiled by Ray Wood. New York: J. G. Lippincott Co., 1952.

Includes rhymes of the American people from all parts of the United States. Many of the rhymes included in this collection would be great material for short skits, finger plays, felt board stories, improvisation, and creative dramatics to add variety and life to story sessions.

"GHOST STORIES." By Joe Nick Patoski. TEXAS MONTHLY 6 (October 1978) 134-139.

Short ghost stories found in Texas cultures. Illustrated.

THE HODGEPODGE BOOK: AN ALMANAC OF AMERICAN FOLKLORE. Compiled by Duncan Emrich. New York: Four Winds Press, 1972 .

INDEX TO FAIRY TALES, MYTHS AND LEGENDS: (Supplements by Mary Huse Eastman) Boston: The F. W. Faxon Co., 1937 .

Supplement to the 1926 edition.

INDEX TO FAIRY TALES, MYTHS AND LEGENDS. Second Supplement. By Mary Huse Eastman. Boston: The F. W. Faxon Co., 1952.

INDEX TO FAIRY TALES, 1949-1972, INCLUDING FOLKLORE, LEGENDS & MYTHS IN COLLECTIONS. By Norma Olin Ireland. Westwood, Ma.: F. W. Faxon Co., Inc., 1973.

These folklore and fairy tale indexes provide access to titles and subjects of folktales which appear in numerous folklore collections.

INFORMATION AND MATERIALS TO TEACH THE CULTURAL HERITAGE OF THE MEXICAN AMERICAN CHILD. Austin, Tx.: Dissemination and Assessment Center for Bilingual Education, 1976.

An excellent source book to historical background, important celebrations, places to see, arts and crafts, foods, poems, dances, and folklore of Mexico. There is a section on folklore which has several tales in Spanish

with some patterns for flannel board illustrations.

THE LORE AND LANGUAGE OF SCHOOLCHILDREN. By Iona and Peter Opie. Oxford: Clarendon Press, 1960.

MYTHS AND GODS OF ANCIENT MEXICO. By Vincent P. Rascón. Menlo Park, Ca.: Educational Consortium of America, 1975.

Twelve color posters with both English and Spanish text of the myths and legends of Olmec, Toltec and Maya.

NEW TALL TALES OF PECOS BILL. By Harold W. Felton. Englewood Cliffs, N. J.: Prentice-Hall, 1958.

ONE POTATO, TWO POTATO...: THE SECRET EDUCATION OF AMERICAN CHILDREN. By Mary Knapp and Herbert Knapp. New York: W. W. Norton and Co., 1976.

The chants, songs, and rhymes of American children.

ORAL HISTORY FROM TAPE TO TYPE. By Cullom Davis, Kathryn Back, and Kay MacLean. Chicago: American Library Association, 1977.

The eight steps in the process of developing an oral history collection are explained in this useful work.

PECOS BILL, TEXAS COWPUNCHER. By Harold W. Felton. New York: Knopf, 1949.

PURO MEXICANO. Edited by J. Frank Dobie. Austin, Tx.: Texas Folklore Society, 1935.

Included in this collection are folktales and corridos from the Southwest. To be read by adults to children or older children.

A ROCKET IN MY POCKET: THE RHYMES AND CHANTS OF YOUNG AMERICANS. Compiled by Carl Withers. New York: Holt, 1948.

SOME STILL DO: ESSAYS ON TEXAS CUSTOMS. Edited by Francis Edward Abernethy. 1st ed. (Texas Folklore Society Publication No. 39) Austin, Tx.: Encino Press, 1975.

SONGS OF TEXAS (SOUND RECORDING). Folkways Records. FH5328, 1962, 1 disc, 33-1/3 rpm. mono 12".

Sung by the Tex-i-an Boys. Recorded at the University of Houston.

STAR MOUNTAIN, AND OTHER LEGENDS OF MEXICO. By Camilla Campbell. 2d. ed. New York: McGraw, 1968.

20 legends from the cultures of Mexico.

STORIES THAT MUST NOT DIE. By Juan Sauvageau. Austin, Tx.: Oasis Press, 1975.

There are three volumes of these folktales from the Southwest. The text is written side-by-side in English and Spanish.

TALES OF OLD-TIME TEXAS. By J. Frank Dobie. Boston: Little, Brown and Co., 1955.

When the great storytelling ability of J. Frank Dobie is combined with the wealth of Texas folk tales, it is no wonder that a book such as this is so captivating. This work contains twenty-eight Texas stories, and many of them can be adapted for use with children.

TALES THE PEOPLE TELL IN MEXICO. By Grant Lyons. New York: Messner, 1972.

A collection written in English, and designed for elementary school children. The form of the stories lends itself to easy adaptation for puppet or flannel board presentation.

TERRAPIN'S POT OF SENSE. By Harold Courlander. New York: Holt, 1957.

A collection of black American folk tales.

"Texas Centipede Coffee." In FOLK STORIES OF THE SOUTH, pp. 284-286. By M. A. Jagendorf. New York: Vanguard, 1972.

TEXAS FOLK MEDICINE: 1333 CURES, REMEDIES, PREVENTIVES, AND HEALTH PRACTICES. By John Q. Anderson. Austin, Tx.: Texas Folklore Society, 1970.

Listed by the names of towns.

"Texas Sandstorm." In TERRAPIN'S POT OF SENSE, pp. 65-66. By Harold Courlander. New York: Holt, 1957.

TEXAS SONG ALBUM. Compositions by Louise Torres Enderle. Arranged by Mildred Benorden. Dallas, Tx.: Crescendo Music Publications, 1968.

THREE FOOLS AND A HORSE. By Betty Baker. New York: Macmillan, 1975.

Stories the Apache Indians enjoyed telling about an imaginary tribe of "Foolish People."

THE USES OF ENCHANTMENT: THE MEANING AND IMPORTANCE OF FAIRY TALES. By Bruno Bettelheim. 1st ed. New York: Knopf, distributed by Random House, 1976.

THE WONDERFUL CHIRRIONERA AND OTHER TALES FROM MEXICAN FOLKLORE. Edited

by David Lindsey. Austin, Tx.: Heidelberg Publishing Co., 1974.

The tales in this book were originally printed in Puro Mexicano published by the Texas Folklore Society in 1935 and edited by J. Frank Dobie. The stories are essentially the same, changes only being made in an effort to make the tales more easily understood by children. Beautiful woodcut illustrations by Barbara Matthews Whitehead.

THE YELLOW ROSE OF TEXAS: HER SAGA AND HER SONG with THE SANTA ANNA LEGEND. By Martha Anne Turner. Jacket by Don Collins. Austin, Tx.: Shoal Creek Publishers, Inc., 1976.

"The Yellow Rose of Texas," which originated as a Negro folksong, is really better known by most people as a popular song. This work for mature readers delves into the background of Emily Morgan's relationship with General Santa Anna and why Texans believe she helped Texas to win the Battle of San Jacinto.

PIRATES AND BURIED TREASURE

BUCCANEERS AND PIRATES OF OUR COASTS. By Frank R. Stockton. New York: Macmillan, 1967.

True accounts of pirates who plundered North America for three centuries.

FAMOUS PIRATES OF THE NEW WORLD. By Addison Beecher Whipple. (World Landmark Series, No. 35) Westminster, Md.: Random House, 1958.

Collective biography and history rolled into one.

"Graveyard of the Gulf." 16mm film. Sound, Color. Approximately 29 min. Austin, Tx.: Texas Antiquities Committee, 1978. Available free to groups in Texas.

A documentary film about the 1973 underwater archeological excavation of a sixteenth century Spanish ship which sank off the Texas Coast near Padre Island.

LOOK OUT FOR PIRATES! By Iris Vinton. (Beginner Books) Westminster, Md.: Random House, Inc., 1961.

An easy-to-read story about pirates.

"Make a Compass and Find a Treasure." by Lloyd Birmingham. Children's Digest, September, 1978, pp. 76-88.

A boy and girl make a compass and follow a treasure map to a cave where the treasure is hidden. A "pirate" appears, but the children learn it was Uncle Harry.

PIRATE LAFITTE AND THE BATTLE OF NEW ORLEANS. By Robert Tallant. (Landmark Books) Westminster, Md.: Random House, 1951.

A biography of a mysterious and controversial figure in our nation's history.

PIRATES OF THE SPANISH MAIN. By Hamilton Cochran and Robert I. Nesmith. (American Heritage Junior Library) New York: American Heritage, 1961.

The magnificent illustrations and accurate text which are typical of American Heritage Publications make this an appealing volume.

SAILING SHIPS: GREAT SHIPS BEFORE THE AGE OF STEAM. By C. B. Colby. New York: Coward-McCann, 1970.

A pictorial account of the history of sailing ships with detailed illustrations of the rigging, masts, and sails.

SEE INSIDE A GALLEON. By Jonathan Rutland. New York: Warwick Press, 1977.

A close-up study of typical galleons of the Middle Ages which were the ships of the great explorers and of the pirates.

SHIPS. By Frank Knight. New York: Crowell-Collier Press, 1969.

Begins with modern ships and goes back through the history of ships. Copiously illustrated.

SHIPS THROUGH HISTORY. By Ralph T. Ward. Indianapolis, Inc.: Bobbs-Merrill, 1973.

Combines history with navigation and ship construction.

TREASURES IN THE SEA. By Robert M. McClung. Washington, D.C.: National Geographic Society, 1972.

"Following a description of the sinking of a Spanish treasure ship and the struggles of pirates for booty, this book describes how modern divers search for sunken treasure." Children's Catalog, 1976 ed., p. 380.

TREASURES, PEOPLE, SHIPS AND DREAMS: A SPANISH SHIPWRECK ON THE TEXAS COAST. San Antonio, Tx.: The Institute of Texan Cultures, no date.

The true story of the discovery and restoration of the 400 year old wreckage of three Spanish ships off the Texas Coast near Padre Island. (A slide show and filmstrip of this work are planned.)

PLANNING AND PUBLICIZING LIBRARY PROGRAMS

ABC'S OF LIBRARY PROMOTION. By Steve Sherman. Metuchen, N.J.: Scarecrow Press, 1971.

A handbook for good publicity and public relations in public and school libraries. The examples of news releases, scripts for video-tapes, etc. are helpful to the beginner and experienced librarian.

CLASSROOM LEARNING CENTERS: INDIVIDUALIZED, PERSONALIZED INSTRUCTION. By John E. Morlan. Belmont, Ca.: Fearon Publishers, 1974.

This work is primarily aimed at classroom teachers; nevertheless, it is a very helpful book in designing functional, appealing centers (areas, corners, carrels, tables, bulletin boards, etc.) to impart information or to engage children and youth in creative experiences. The "learning center" idea is practical in public library programming because of its suitability for individual or small group use and its potential for involving even the casual browser in the library program.

COMMUNITY PROJECTS. Edited by Cameron and Margaret Yerian. (Fun Time Series) Chicago: Childrens Press, 1975.

A well-designed book which discusses twenty projects which children and young adults can initiate and offer in the community. Some of the ideas presented would be good library programs and projects with youngsters in the community.

CORE MEDIA COLLECTION FOR ELEMENTARY SCHOOLS. By Lucy Gregor Brown. New York: Bowker, 1978.

Based on its precursor RESOURCES FOR LEARNING, this work fills the need for authoritative reviewing and selecting audio-visual media. Although the emphasis of this work is on post-1970 works, the classic or highly recommended materials which were produced prior to 1970 are also included.

CREATIVE USES OF CHILDRENS LITERATURE. By Mary Ann Paulin. (Gaylord Professional Publications) Syracuse, N.Y.: Gaylord, 1979.

Ways to relate children's literature to areas of interest to children.

CURRICULUM ENRICHMENT OUTDOORS. By John W. Hug and Phillis J. Wilson. New York: Harper & Row, Publishers, 1965.

Help children to discover their environment by structuring programs which take advantage of the good weather in Texas in the summer months. "The great outdoors" offers a stage for creative dramatics, an ideal setting for scavenger hunts, but perhaps, best of all, it provides a laboratory for helping children to discover some of the

natural wonders of Texas.

DIRECTIONS FOR LIBRARY SERVICE TO YOUNG ADULTS. By the Services Statement Development Committee, Young Adult Services Division, American Library Association. Chicago: American Library Association, 1978.

Provides assistance to libraries in tailoring programs and other services for the young adult clients.

ENRICHMENT IDEAS. By Ruth Kearney Carlson. 2d ed. (Literature for Children) Dubuque, Ia: William C. Brown Co., 1973.

Suggests numerous ways in which children can interact creatively with literature. Includes art projects, creative drama and movement, creative stitchery, puppetry, and many other activities.

EXPLORE AND DISCOVER MUSIC: CREATIVE APPROACHES TO MUSIC EDUCATION IN ELEMENTARY, MIDDLE, AND JUNIOR HIGH SCHOOLS. By Mary Val Marsh. New York: Macmillan, 1970.

Creative librarians can use this work to plan the use of music programs in the library, and the use of music as a springboard or as background for other creative experiences in the library.

GO, PEP, AND POP! 250 TESTED IDEAS FOR LIVELY LIBRARIES. By Virginia Baeckler and Linda Larson. New York: The U*N*A*B*A*S*H*E*D Librarian, 1976.

A treasury of ideas for publicizing library programs.

GUEST AUTHOR: A DIRECTORY OF SPEAKERS. Compiled by Jane Manthorne and Rose Moorachian. Brockton, Ma.: Hermes Press, 1978 (annual).

A directory of more than 800 authors and illustrators who are available for speaking engagements. A valuable section is the one that helps the program planner to know how to use an author's time wisely.

GUIDES TO EDUCATIONAL MEDIA. By Margaret I. Rufsvold. 4th ed. Chicago: American Library Association, 1977.

This guide is a comprehensive annotated listing of published catalogs, currently available, which are devoted to nonprint educational media.

THE HARRIED LIBRARIAN'S GUIDE TO PUBLIC RELATIONS RESOURCES. By Marian S. Edsall. Madison, Wn.: Coordinated Library Information Programs, 1976.

A guide to sources of information on all phases of publicity and public relations for a library.

"How to Start a Scrap Program," THE PUPPETRY IN EDUCATION NEWS, April, 1978, 1:7.

Describes briefly the recycling program in San Francisco which benefits the librarians and other citizens engaged in art projects. The San Francisco Bay Area Creative Recycling Group recycles discardable material for use by artists and craftsman. Anyone desiring information on the similar program, send a self-addressed legal-size envelope with 24¢ postage to this address: Bay Area Creative Recycling Group, Amity Buston, c/o Oakland Teacher's Shelter, 1025 Second Avenue., Oakland, Ca. 94606.

INVOLVEMENT BULLETIN BOARDS AND OTHER MOTIVATIONAL READING ACTIVITIES. By Ellen M. Jay. Syracuse, N.Y.: Gaylord, 1976.

A handbook on the planning, production, and utilization of bulletin boards as learning centers.

THE LEARNING CENTER IDEABOOK: ACTIVITIES FOR THE ELEMENTARY AND MIDDLE GRADES. By Hiram Johnston and others. Boston: Allyn and Bacon, Inc., 1978.

An excellent introduction to the rationale and theory behind the use of learning centers as well as a treasure chest of ideas for using learning centers in various subject areas.

LIBRARY PROGRAMS: HOW TO SELECT, PLAN, AND PRODUCE THEM. By John S. Robotham and Lydia LaFleur. Metuchen, N.J.: The Scarecrow Press, Inc., 1976.

A handbook for the selection, planning, and production of library programs, including discussion groups, audiovisual programs, workshops, instructional programs, the performing arts, and a special section on children's programs.

THE LIBRARY PUBLIC RELATIONS RECIPE BOOK. By the Library Administration and Management Association. Chicago: American Library Association, 1978.

"A collection of tips and ideas on successful public relations materials and techniques from all over the country." Top of the News, 35:118-119. Winter, 1979.

LIBRARY WORK WITH CHILDREN. By Dorothy M. Broderick. New York: Wilson, 1977.

Overview of the "state of the art" of children's library programming, with recommendations throughout for needed philosophical change as well as concrete suggestions for implementing these changes. The bibliography is extensive.

LIVELY LIBRARIES. By Vivienne Ellis. Melbourne, Victoria (Australia):

Australian Library Promotion Council, 1975.

. . ."A practical working guide to the programming, preparation and publicizing of . . . activities in . . . libraries in Australia." Introduction. Many helpful ideas and examples for publicizing library programs and activities.

LOOK, LISTEN, EXPLAIN: DEVELOPING COMMUNITY LIBRARY SERVICES FOR YOUNG ADULTS. Chicago: American Library Association, 1975.

Describes ways to involve young people in library services and activities, and ways to join forces with other community agencies to serve young people.

MANAGEMENT AND ADMINISTRATION OF THE PUBLIC LIBRARY MEDIA PROGRAM. By Dorothy T. Taggart. (Gaylord Professional Publications) Syracuse, N.Y.: Gaylord Bros., Inc., 1979.

A first in the field! This much-needed work addresses all aspects of the managerial and administrative part of the media specialist's job in the public library environment. Covers everything from budgeting to program evaluation and public relations.

MEDIA & KIDS: REAL-WORLD LEARNING IN THE SCHOOLS. By James Morrow and Murray Suid. Rochell Park, N.J.: Hayden Book Company, 1977.

A handbook for adults working with children in the design and production of original media. Includes all forms of media, from the dramatic arts through photography and videotaping.

MORE FILMS KIDS LIKE. Edited by Maureen Gaffney. Chicago: American Library Association, 1977.

Reviews of short films that have been used successfully in programs for children. A sequel to Susan Rice's Films Kids Like.

A MULTIMEDIA APPROACH TO CHILDREN"S LITERATURE: A SELECTIVE LIST OF FILMS, FILMSTRIPS, AND RECORDINGS BASED ON CHILDREN'S BOOKS. By Ellin Greene and Madalynne Schoenfeld. 2d ed. Chicago: American Library Association, 1977.

A basic selection tool containing annotated listings of more than 500 children's books, each followed by separately annotated listings of 16mm films, filmstrips, and recordings (disc and tape) based on books.

MY BACKYARD HISTORY BOOK. By David Weitzman. (The Brown Paper School series.) Boston: Little, Brown and Company, 1975.

A book full of ideas for young people about discovering their own personal history, with projects, puzzles, games, and stories which can spur a youngster on to action. This is also a good resource book

for librarians who are planning projects in local history, collecting folklore in the community, or searching for treasures in the community, such as museums, parks, factories, etc.

NEW MEDIA IN PUBLIC LIBRARIES: A SURVEY OF CURRENT PRACTICES. By James W. Brown. New York: Jeffrey Norton, 1976.

Reports on the new-media activities of every state library and of approximately 250 public libraries which are innovative users of audiovisual media.

NOOKS, CRANNIES, AND CORNERS: LEARNING CENTERS FOR CREATIVE CLASSROOMS. By Imogene Foote and Joy Mackenzie. (A Kid's Stuff Book) Nashville, Tn.: Incentive Publications, 1972.

Although this book is primarily aimed at teachers, the concepts and ideas presented are certainly applicable to libraries of all sizes. The greatest appeal of the "learning center" is the potential for individualizing instruction and of providing alternative methods of sharing information and experience.

OPEN DALLAS: A GUIDE TO SERVICES AND SPECIAL RESOURCES. Edited by Margaret Warren. 2d ed. Dallas, Tx.: Dallas Public Library, 1976.

PLANNING AND PRODUCING AUDIOVISUAL MATERIALS. By Jerrold E. Kemp. 3d ed. New York: Thomas Y. Crowell, 1975.

An introductory text on the production and use of audiovisual materials and equipment. The appendices include an extensive yet selective subject bibliography, a list of sources of equipment and materials, including guides to free media, and a list of audiovisual services.

PLANNING AUDIOVISUAL SERVICES IN PUBLIC LIBRARIES. By Scottie Johnson, Linda Schexnaydre, and Mary Woods. Austin, Tx.: Texas State Library, Department of Library Development, 1975.

A basic training manual for the planning of media services in public libraries and for the selection and utilization of audiovisual materials and equipment. The subject bibliography includes bibliographies and review sources to help in the selection and evaluation of specific equipment and media titles, manuals on equipment operation, manuals devoted to the administration of media services, and case studies describing model projects.

PREVIEWS CUMULATIVE 1975-1978. New York: Bowker, 1978.

A handy reference and selection tool includes 4,000 reviews of non-print media for preschoolers through adults. A real time saver!

PREVIEWS: NON-PRINT SOFTWARE AND HARDWARE NEWS AND REVIEWS. New York: Bowker, monthly, September through May.

A monthly periodical devoted to the selection and utilization of non-print media and equipment.

THE REASONS FOR SEASONS: THE GREAT COSMIC MAGAGALACTIC TRIP WITHOUT MOVING FROM YOUR CHAIR. By Linda Allison. (The Brown Paper School Series) Boston: Little, Brown and Company, 1975.

A treasure chest of ideas for projects, experiments, observations, research, games and puzzles for keeping young people entertained in a positive growthy experience.

RECRUITING VOLUNTEERS: VIEWS, TECHNIQUES, AND COMMENTS. By Isolde Chapin Weinberg. National Center for Voluntary Action, 1975.

Helpful suggestions on recruiting techniques.

RELATING THE ARTS. By Donald Gingrich. (Classroom Music Enrichment Units) New York: The Center for Applied Research in Education, 1974.

Techniques for incorporating music with children's experiences in art.

SCHOOL AND PUBLIC LIBRARY MEDIA PROGRAMS FOR CHILDREN AND YOUNG ADULTS. By D. Phillip Baker. (Gaylord Professional Publications) Syracuse, N.Y.: Gaylord, 1978.

Documents and describes some of the best programs for children and young adults in the school and public libraries throughout the United States.

SCRIPT-WRITING FOR THE AUDIO-VISUAL MEDIA: RADIO, FILMS, TELEVISION, FILMSTRIPS, SLIDEFILMS. By Robert Edmonds. New York: Teachers College Press, 1978.

A book that teaches how to write scripts for publicity announcements for radio and television as well as for dramatic presentations and the audio-visual media.

SOMETHING'S UP! PROGRAMMING HANDBOOK. By the Delaware County Libraries Association. (Library Services and Construction Act project) Marple, Pa.: Delaware County Libraries Association, 1978.

A superb work on programming for children, including planning, publicizing, producing, and evaluating programs for children.

USING FILMS: A HANDBOOK FOR THE PROGRAM PLANNER. Edited by James L. Limbacher. New York: Educational Film Library Association, 1976.

A handbook for planning film programs, this manual also includes information on major film organizations, free loan and rental sources of films, and other sources of film information.

USING LITERATURE WITH YOUNG CHILDREN. By Betty Coody. Dubuque, Ia.: William C. Brown Co., 1973.

This work is directed primarily toward teachers and parents of children one to eight years of age, but public librarians can also profit from the extensive literature program it describes. Explicit directions are given for activities such as creative dramatics, puppetry, creative writing, cooking, art projects, as well as storytelling and reading aloud. A bibliography of suggested children's books follows each activity section.

THE WHOLE WORLD CATALOGUE 2: A UNIQUE COLLECTION OF IDEAS AND MATERIALS TO STIMULATE CREATIVITY IN THE CLASSROOM. Ed. By Bill Zavatsky and Ron Ellis. New York: Teachers & Writers Collaborative, 1977.

Although the editors indicate that the experiences detailed herein are for classroom use, public librarians can use this work to help in planning programs for older children. Included are dramatic improvisations, movement, fantasies, and group games; songwriting and musicmaking; and suggestions for teaching children how to use videotaping equipment to create their own programs.

STORYTELLING AND BOOKTALKING

ART OF THE STORY-TELLER. By Marie Shedlock. 3d ed. New York: Dover, 1951.

A standard work on storytelling, this work has helpful bibliographies for the program planner.

CHILDREN'S LITERATURE THROUGH STORYTELLING. By Joseph Anthony Wagner. Dubuque, Ia.: William C. Brown Co., Publishers, 1970.

The origin and dissemination of stories, methods, and techniques for making stories more dynamic for children such as dramatic activities and puppetry.

HANDBOOK FOR STORYTELLERS. By Caroline Feller Bauer. Chicago: American Library Association, 1977.

This handbook for beginners and professional storytellers shows the reader how to use effectively a variety of media, including print and nonprint media, music, crafts, puppetry, and other activities to make stories alive for audiences. All aspects of planning story programs for all ages are included.

INTRODUCING BOOKS: A GUIDE FOR THE MIDDLE GRADES. By John Gillespie and Diana Lembo. New York: Bowker, 1970.

A helpful guide for librarians planning book talks for the middle

grades.

JUNIORPLOTS: A BOOK TALK MANUAL FOR TEACHERS AND LIBRARIANS. By John Gillespie and Diana Lembo. New York: Bowker, 1967.

The techniques of planning and delivering successful book talks are given here. Helpful discussions of 80 specific books that relate to various themes of interest to young people, ages 9-16.

MORE JUNIORPLOTS: A GUIDE FOR TEACHERS AND LIBRARIANS. By John Gillespie. New York: Bowker, 1977.

The sequel to Juniorplots, this work provides plot summaries, thematic analyses, discussion materials, and lists of related titles for 72 books for young people, ages 11-16.

PRE-SCHOOL STORY HOUR. By Vardine Moore. 2d ed. Metuchen, N.J.: The Scarecrow Press, 1972.

Discussion of the characteristics and needs of the preschool child and the techniques and facilities necessary for planning story programs for his age group. There is a chapter on games and rhythmic play.

"SHARING LITERATURE WITH CHILDREN." 16mm film color, sound. 15 min. Orlando, Fla.: Orlando Public Library.

Outlines a successful outreach program in which the librarians trained hundreds of interested adults in the art and magic of storytelling. In this way, the library reached a much larger group of pre-school children.

"STORIES IN MOTION." 16mm film, color, sound. Montpelier, Vt.: State of Vermont Department of Libraries, 1977.

Illustrates many different styles of storytelling.

STORIES TO TELL TO CHILDREN. Edited by Laura E. Cathon and others. 8th ed., rev. Pittsburgh, Pa.: University of Pittsburgh, 1974.

A classified list of stories for preschool through young adult audiences that gives sources of films and records for use in story programs.

STORY TELLING WITH THE FLANNEL BOARD. By Paul S. Anderson. 2 vols. Minneapolis, Mn.: T. S. Denison, 1970.

Good sources of patterns for flannel board figures, to be used with traditional folk tales or modern picture books.

STORYTELLING. By Ruth Tooze. New York: Prentice, 1959.

Extensive bibliographies add to the values of this basic guide to storytelling.

STORYTELLING: ART AND TECHNIQUE. By Augusta Baker and Ellin Greene. New York: Bowker, 1977.

Excellent manual on storytelling, with suggestions for selection, preparation, and presentation. Useful list of stories suitable for various ages is included.

STORYTELLING: READINGS/BIBLIOGRAHPIES/RESOURCES. By an Ad Hoc Committee of the Association for Library Service to Children, American Library Association. Chicago: American Library Association, 1978.

Bibliographies of print and nonprint sources on all aspects of storytelling follow an introductory essay by Margaret Bush.

STORYTIME: RECOMMENDED BOOKS, RHYMES AND AIDS FOR CHILDREN'S LIBRARIANS. Compiled by Celia Carroll. Austin, Tx.: Austin Public Library, 1976.

Tips on storytelling as well as many lists of stories, songs, finger plays, and other effective literature to share with children. Special sections recommending books for black children, and Mexican American children and books for special holidays.

TELLING STORIES TO CHILDREN. By Sylvia Ziskind. New York: Wilson, 1976.

Introduces practical means by which the reader can develop skill in the art of storytelling and creative drama. Extensive bibliography of suitable stories for children as well as sources for further study.

"WHAT'S SO GREAT ABOUT BOOKS?" 16mm film, color, sound, 15 min. Orlando, Fla.: Orlando Public Library, 1977.

This well designed film shows librarians and parents how and why to share the treasures of literature with children.

WORLD OF STORYTELLING. By Anne Pellowski. New York: Xerox/Bowker, 1978.

Describes developments around the world in the art of storytelling. Contains a bibliography of books, periodicals, recordings, films,

and videotapes which would serve as a resource for planning programs.

TEXAN CULTURES

ANCIENT INDIANS OF THE SOUTHWEST. By Alfred Tamarin and Shirley Glubok. New York: Doubleday, 1975.

Traces these ancient peoples from the ice age through the days of the explorers and the Conquistadores. Their art and architecture were significant.

THE ART OF THE SOUTHWEST INDIANS. By Shirley Glubok. New York: Macmillan, 1971.

The art and culture of the Apache, Pueblo, and Navajo Indians.

BEFORE YOU CAME THIS WAY. By Byrd Baylor. New York: Dutton, 1969.

An introduction to prehistoric cave drawings and rock pictures of the Southwest Indians.

BLACK PEOPLE WHO MADE THE OLD WEST. By William Loren Katz. New York: Crowell, 1977.

This book is an adaptation of the author's earlier book THE BLACK WEST: A DOCUMENTARY AND PICTORIAL HISTORY, published by Doubleday in 1971. It is a much-needed collective biography. Additional sources of information suitable for children's reading are listed at the back of the text.

BLACK TEXANS: A HISTORY OF NEGROES IN TEXAS. By Alwyn Barr. (Negro Heritage Series, No. 12) Austin, Tx.: Jenkins, 1973.

Covers the period from 1528 to 1971.

CHICANO ALMANAC. By the Texas Institute for Educational Development. Austin, Tx.: Futura Press, 1973.

Information about Texas Chicanos in a handy and useful form.

A COLORING BOOK OF INCAS, AZTECS AND MAYAS AND OTHER PRECOLUMBIAN PEOPLES. San Francisco, Ca.: Bellerophon Books, 1971.

Designs from the art work of these ancient peoples. Useful in planning bulletin boards, displays, quilt patterns, needlework, and other arts and crafts projects. Also helpful in programs on the mythology of the ancient Indians of the Southwest and Mexico.

THE COWBOY ENCYCLOPEDIA: THE OLD AND THE NEW WEST FROM THE OPEN RANGE TO THE DUDE RANCH. By Bruce Grant. Skokie, Il.: Rand McNally, 1951.

A dictionary approach to the cowboy "lingo" and to the history of cowboys in the West. Profusely illustrated.

INDIANS OF THE SOUTHERN PLAINS. By William K. Powers. (American Indians Then and Now Series) New York: Putnam, 1971.

Traces the history of the native American tribes who lived on the Southern plains of our country.

INDIANS WHO LIVED IN TEXAS. By Betsy Warren. Austin, Tx.: Steck-Vaughn, 1971.

The ten major Texas tribes are presented in groups. Their customs, crafts, and food are given.

JAMES BOWIE AND HIS FAMOUS KNIFE. By Shannon Garst. New York: Messner, 1955.

A biography of a great Texas hero.

"Judge Roy Bean," in FOLK STORIES OF THE SOUTH. Compiled by M.A. Jagendorf. New York: The Vanguard Press, 1972.

One of the comic heroes in law enforcement in the early days of Texas.

LET'S PRETEND MAE DEE AND HER FAMILY GO TO TOWN: THE FIRST IN A SERIES OF STORIES. By Ada DeBlanc Simond. (National History Series. U.S.A.: Delta Black Heritage Program) Austin, Tx.: The Stevenson Press, 1977.

This story is based on historical facts about East Sixth Street, Austin, Texas in the early 1900's. Distributed by the National Educational Laboratory Publishers, Inc., 813 Airport Blvd., Austin, Tx. 78702.

MANUAL PARA ACOMPANAR EL MAPA PRESENCIA HISPANOAMERICANA EN LOS ESTADOS UNIDOS. Fort Worth, Tx.: Bilingual Materials Development Center, Fort Worth Independent School District, 1976.

The manual acts as a legend for an accompanying map showing locations of famous Spanish-American and Mexican-American persons.

THE MELTING POT: ETHNIC CUISINE IN TEXAS. 2d ed. San Antonio, Tx.: The Institute of Texan Cultures.

Brief histories and delicious recipes from the twenty-seven major ethnic groups in Texas.

MEXICAN AMERICAN ARTISTS. By Jacinto Quirarte. Austin, Tx.: The University of Texas Press, 1973.

A MEXICAN AMERICAN COLORING BOOK. Illustrated by Vincent P. Rascón. Los Gatos, Ca.: Polaris Press, 1973.

Clear line drawings which depict much of the history and heritage of the Mexican American people.

NAT LOVE, NEGRO COWBOY. By Harold Felton. New York: Dodd, 1969.

The story of a former slave who moved to the west when he was fifteen. He earned the name of Deadwood Dick because of his superior marksmanship.

NORTH AMERICAN INDIAN DESIGN COLORING BOOK. Rendered for coloring by Paul E. Kennedy. New York: Dover Publications, Inc., 1971.

Includes designs used by some of the Indians of Texas.

A PICTORIAL HISTORY OF THE TEXAS RANGERS, THAT SPECIAL BREED OF MEN. Compiled by Charles Schreiner, III and others. Mountain Home, Tx.: Y.O. Press, 1969.

PIONEER WOMEN IN TEXAS. By Annie Doom Pickerell. Austin, Tx.: Jenkins Publishing Co., Pemberton Press, 1970.

QUANAH: LEADER OF THE COMANCHE. By Julian May. Mankato, Minn.: Creative Educational Society, Inc., 1973.

The biography of Quanah Parker, the Comanche chief whose mother was Cynthia Ann Parker, a white woman who had been captured by the Comanches when she was a child.

READINGS FOR UNDERSTANDING SOUTHWESTERN CULTURE. Prepared by the Adams State College, Center for Cultural Studies. Alamosa, Co.: Adams State College, 1963.

To help adults who work with children to understand the cultural differences, cultural values in relationship to language, and cross-cultural relationships of children in Southwestern states.

RED POWER ON THE RIO GRANDE: THE NATIVE AMERICAN REVOLUTION OF 1680. By Franklin Folsom. Chicago: Follett, 1973.

In 1680, the Pueblo Indians revolted against Spanish domination and won. The work is written from the point of view of the native American.

REMEMBER THE ALAMO! By Robert Penn Warren. (Landmark Books) New York: Random House, 1958.

A well-written history for young readers.

SADDLES AND SABERS: BLACK MEN IN THE OLD WEST. By LaVere Andersen. Champaign, Il.: Garrard, 1975.

A collection of biographies about little-known black cowboys, scouts, outlaws, soldiers, and lawmen.

"Sam Bass," in FOLK STORIES OF THE SOUTH. Compiled by M.A. Jagendorf. New York: The Vanguard Press, 1972.

Sam Bass was the "Robin Hood" of early Texas.

THE SANTE FE TRAIL. By Samuel Hopkins Adams. New York: Random House, 1951.

An exciting account of the opening of the Southwest.

THE COWBOY TRADE. By Glen Rounds. New York: Holiday House, 1972.

The life of a cowboy in the Old West.

COWBOYS AND CATTLE COUNTRY. By Don Ward and J. C. Dykes. New York: American Heritage, 1961.

Texas cowboys are well represented.

"Cynthia Parker," in STOLEN BY THE INDIANS. By Dorothy Heindenstadt. New York: McKay, 1968.

The true story of Cynthia Ann Parker who was captured as a little girl by the Comanche Indians during 1836 or 1837. She was one of the most famous captives in the history of Texas because she was the mother of the famous chief of the Comanches in the late nineteenth century, Quanah Parker.

A DIRECTORY OF ETHNIC PUBLISHERS AND RESOURCE ORGANIZATIONS: 1976. Compiled by Beth J. Shapiro. Rev. ed. Chicago: American Library Association, 1976.

FAMOUS MEXICAN-AMERICANS. By Clarke Newlon. New York: Dodd, Mead & Co., 1972.

A collective biography of many famous living Mexican-Americans.

FOLK STORIES OF THE SOUTH. Compiled by M.A. Jagendorf. New York: The Vanguard Press, 1972.

Includes the legendary heroes and outlaws of Texas, such as Judge Roy Bean and Sam Bass.

"GONE TO TEXAS: THE STORY OF THE TEXAS EMPRESSARIOS." 16 mm film or videotape, sound, color.

A new release. Available from the Texas Education Service Centers and from the Texas Education Agency.

HEROES OF TEXAS. By Edward Allen. New York: Messner, 1970.

Biographies of Moses and Stephen F. Austin, Bowie, Crockett, Travis, and Lamar.

HEY, MISS! YOU GOT A BOOK FOR ME? MODEL MULTICULTURAL RESOURCE COLLECTION, AN ANNOTATED BIBLIOGRAPHY. Compiled by Joanna Fountain Chambers. Austin, Tx.: Bilingual Resource Center, 1978.

A model collection of bilingual books and audio-visual materials.

HISTOWALL TEXTS, INCLUDING ILLUSTRATIONS AND PRINTED TEXTS. Display materials available from the Institute of Texan Cultures, P.O. Box 1226, HemisFair Plaza, San Antonio, Tx. 78294.

SOUTHWEST HERITAGE: A LITERARY HISTORY WITH BIBLIOGRAPHY. By Mabel Major, Rebecca W. Smith, and T. M. Pearce. 3d ed. Albuquerque, N.M.: University of New Mexico Press, 1972.

Describes the poetry and prose of the Southwest Indians, the narratives of the Spanish explorers and settlers, and the tall tales, ballads, poetry, and fiction of the Anglo American. An important theme of this work is the debt of this literature to the distinctive historical, ethnic, and geographical features of the Southwest.

THE SPANISH CONQUISTADORES IN NORTH AMERICA. By Walter Buehr. New York: Putnam, 1962.

A well-written history for children which unfolds the experiences and effects of the conquest of the Conquistadores.

STOLEN BY THE INDIANS. By Dorothy Heidenstadt. New York: McKay, 1968.

Short biographies of settlers who were captured by the Indians, including the story of Cynthia Ann Parker who was kidnapped as a little girl.

THE STORY OF TEXAS: A HISTORY PICTURE BOOK. By Betsy Warren and Martha Ingerson. Austin, Tx.: Ranch Gate, 1974.

This picture book of the history of Texas and the many people who shaped the history of Texas is published in a "coloring book" format with line drawings illustrating the short, caption-like text on each page. The clear line drawings depicting events in history may suggest ideas for feltboard stories or for bulletin boards highlighting Texas history or Texan cultures.

SUSANNA DICKINSON, MESSENGER OF THE ALAMO. By C. Richard King. Austin, Tx.: Shoal Creek Publishers, Inc., 1976.

A female hero figure in Texas history.

TEJANOS, CHICANOS, AND MEXICANOS. By James A. Wilson. San Marcos, Tx.: Southwest Texas State University, 1974.

A "partially annotated historical bibliography for Texas Public School Teachers." Subtitle.

TEN TALL TEXANS. By Daniel James Kubiak. San Antonio, Tx.: Naylor, 1970.

Short biographies of ten great Texans.

TEXAS AND TEXANS. By Adrian N. Anderson and Ralph A. Wooster. Rev. ed. Illustrated by Don Collins. Austin, Tx.: Steck-Vaughn, 1978.

A beautiful new textbook on the history, cultures, and heritage of Texas.

TEXAS CAMEL TALES: INCIDENTS GROWING UP AROUND AN ATTEMPT BY THE WAR DEPARTMENT OF THE UNITED STATES TO FOSTER AN UNINTERRUPTED FLOW OF COMMERCE THROUGH TEXAS BY THE USE OF CAMELS. By Chris Emmett. San Antonio, Tx.: Naylor, 1932.

TEXAS MISSIONS AND LANDMARKS. Revised by the Institute of Texan Cultures in Conjunction with the Southwest Research Center of San Antonio. San Antonio, Tx.: The Institute of Texan Cultures.

THE TEXIANS AND THE TEXANS. Series by the Institute of Texan Cultures. San Antonio, Tx.: The Institute of Texan Cultures, various dates.

The titles which have been published to date are as follows:

THE AFRO-AMERICAN TEXANS
THE ANGLO-AMERICAN TEXANS
THE BELGIAN TEXANS
THE CHINESE TEXANS
THE CZECH TEXANS
THE FRENCH TEXANS
THE GERMAN TEXANS
THE GREEK TEXANS
THE INDIAN TEXANS
THE ITALIAN TEXANS
THE JEWISH TEXANS
THE MEXICAN TEXANS
LOS TEXANOS MEXICANOS(Spanish language)
THE NORWEGIAN TEXANS
THE POLISH TEXANS
THE SPANISH TEXANS
THE SYRIAN AND LEBANESE TEXANS
THE SWISS TEXANS

Each book in this series focuses on the contributions of each ethnic group to the history and culture of Texas.

THE TIGUAS. By Stan Steiner. New York: Crowell-Collier, 1972.

One of the native American tribes in Texas is featured in this well-recommended work.

TRAILS WEST AND MEN WHO MADE THEM. By Edith Dorian and W. N. Wilson. New York: Mc Graw, 1955.

The story of the trails opened up by Western expansion and the great men who created the trails.

UP THE TRAIL FROM TEXAS. By J. Frank Dobie. New York: Random House, 1955.

An account of actual cattle drives from Texas.

VAQUERO: GENESIS OF THE TEXAS COWBOY. (Exhibit) San Antonio, Tx.: The Institute of Texan Cultures.

A photographic essay by William D. Wittliff about the contributions of the Vaquero to the development of cattle ranching in Texas. A traveling exhibit of one hundred black and white photographs, this exhibit can be rented from the Institute of Texan Cultures for $50.00.

VOICES FROM THE SOUTHWEST. By Jacqueline Bernard. New York: Scholastic, 1972.

Short biographies of outstanding Mexican-Americans.

WEEWISH TREE: A MAGAZINE OF INDIAN AMERICA FOR YOUNG PEOPLE. San Francisco, Ca.: American Indian Historical Society, monthly.

Many of the contributors to this fine magazine are children.

WOMEN IN EARLY TEXAS. Edited by Evelyn M. Carrington. Sponsored by the Austin (Tx.) Branch of the American Association of University Women. Austin, Tx.: Jenkins (Pemberton Press), 1975.

Brief biographical sketches of fifty women from all ethnic groups who contributed to the early history of Texas.

XIT: BEING A NEW AND ORIGINAL EXPLORATION, IN ART AND WORDS, INTO THE LIFE AND TIMES OF THE AMERICAN COWBOY. By Caleb Pirtle and the Texas Cowboy Artists Association. Birmingham, Ala.: Oxmoor House, 1975.

TEXAS HISTORY AND RESOURCES

ATLAS OF TEXAS. By Stanley Alan Arbingast and others. 4th rev. ed. Austin, Tx.: University of Texas at Austin, Bureau of Business Research, 1976.

Useful information for programs dealing with culture, history, recreation, agriculture, industrial development, and natural resources.

BOOK OF DAYS, 1979. Austin, Tx.: Laguna Gloria Museum, 1979.

Photographs of Austin and Travis County illustrate a calendar packed with local history information from the Austin-Travis County Collection of the Austin Public Library.

CHILDREN'S GUIDE TO HOUSTON. By the Dominican Montessori School. Houston, Tx.: The Little School House and Memorial Hall Parent Teacher Organization (5080 Braes Valley, Houston, Tx.) 1970.

A guidebook for unlocking the treasures of Houston for children.

ENERGY! THE STUDY OF RESOURCES. Set of six sound filmstrips with guides. Chicago: SVE (Society for Visual Education, 1345 Diversey Pkwy., Chicago, Il. 60614)

A study of various sources of energy, with one filmstrip on oil and the petroleum industry.

THE EYES OF TEXAS TRAVEL GUIDE: DALLAS, EAST TEXAS EDITION. By Ray Miller. Compiled and edited by the news department of KPRC-TV in Houston. Houston, Tx.: Cordovan Corporation, 1978.

The story of people and places to see in forty-seven counties in East Texas.

THE EYES OF TEXAS TRAVEL GUIDE: GULF COAST EDITION, WITH A COMPREHENSIVE MAP OF THE TEXAS GULF COAST. By Ray Miller. Houston, Tx.: Cordovan Corporation, 1977.

This fascinating work divides the Texas coastal counties into six sections, giving historical and descriptive information about each section.

FIELD GUIDE TO INSECTS OF AMERICA NORTH OF MEXICO. By Donald Joyce Borror and Richard W. White. (Peterson Guides Series) Boston: Houghton Mifflin, 1970.

A FIELD GUIDE TO REPTILES AND AMPHIBIANS OF EASTERN AND CENTRAL NORTH AMERICA. By Roger Conant. 2d ed. (Peterson Guides Series) Boston: Houghton Mifflin, 1975.

Covers all Texas species.

A FIELD GUIDE TO THE BIRDS OF TEXAS AND ADJACENT STATES. By Roger Tory Peterson. (Peterson Guides Series) Boston: Houghton Mifflin, 1963.

Covers 542 species of birds found in Texas and adjacent states.

50 HIKES IN TEXAS. By Dick Nelson and Sharon Nelson. Tombstone, Az.: Telocote Press, 1974.

Primarily natural areas.

FOREST TREES OF TEXAS: HOW TO KNOW THEM. (Texas Forest Service Bulletin No. 20) 8th ed. College Station, Tx.: Texas Forest Service, 1963.

GUIDE TO TEXAS SNAKES. By Gerald G. Raun. (Texas Memorial Museum Notes No. 9) Austin, Tx.: Texas Memorial Museum, 1965.

GUIDE TO TEXAS STATE AGENCIES. By the Lyndon B. Johnson School of Public Affairs, University of Texas at Austin. (Public Service Monograph) 5th ed. Austin, Tx.: University of Texas, 1978.

Current and authoritative information about the structure and functions of state governmental agencies.

GUIDE TO TEXAS STATE DOCUMENTS, 1974- . Austin, Tx.: Texas State Library, Government Publications Department, 1975- .

A listing of documents from the Texas State Documents, 1974- with subject, title, and agency indexes.

A GUIDE TO THE PRONUNCIATION OF TEXAS TOWNS. By George M. Stokes. Waco, Tx.: Baylor University, 1977.

A record of local usage.

THE HANDBOOK OF TEXAS. Editor-in-chief, Walter Prescott Webb. Austin, Tx.: Texas State Historical Association, 1952. 2 volumes.

A comprehensive reference work on the history, description, and documentation of all Texas topics.

THE HANDBOOK OF TEXAS: A SUPPLEMENT. Edited by Eldon Stephen Branda. Austin, Tx.: Texas State Historical Association, 1976.

This volume 3 of THE HANDBOOK OF TEXAS updates the original two-volume work.

HISTORICAL ATLAS OF TEXAS. By William C. Pool. Austin, Tx.: Encino Press, 1975.

Shows the relationship between the environment and the civilization which developed in that environment. Traces the ethnic and cultural groups as they moved across Texas and why they decided to settle where they did.

"HISTORY OF TEXAS, THE" Sound filmstrip kit, with six filmstrips and six audio recordings. Stamford, Ct.: Educational Dimensions Group, 1976.

Traces the history of Texas from the Spanish explorers to the present.

HOW BILLS BECOME LAWS IN TEXAS. By Dick Smith. 4th ed. Austin, Tx.: University of Texas, L.B.J. School of Public Affairs, 1972.

Traces the entire legislative process.

HURRICANES: MONSTER STORMS FROM THE SEA. By Ruth Brindze. New York: Atheneum, 1973.

Includes a chapter on Hurricane Camille which hit the Texas Gulf Coast.

HURRICANES ON THE TEXAS COAST. College Station, Tx.: Texas A & M University, Center for Applied Geosciences, 1975.

A chronological list of hurricanes of the Texas coast from 1871 to 1974, with tracking charts.

LITERARY MAP: TEXAS. Urbana, Il.: National Council of Teachers of English.

Illustrates geographical location of real or fictitious characters and authors of Texas books.

THE MAMMALS OF TEXAS. By William B. Davis. Rev. ed. (Texas Parks and Wildlife Bulletin No. 41) Austin, Tx.: Texas Parks and Wildlife, 1974.

Beautiful illustrations. Well researched and written.

NATIONAL REGISTER OF HISTORIC PLACES IN TEXAS. By the Texas Historical Commission, 1968-1975. Austin, Tx.: Texas Historical Commission, 1976.

Includes historic sites and historic markers.

NEW SOURCES OF ENERGY. Sound filmstrip. Narration by Rod Serling. Fullerton, Ca.: James L. Ruhle and Associates, 1974. (P.O. Box 4301, Fullerton, Ca. 92631)

Explores the many alternative sources of energy which are being researched.

OFFICIAL HIGHWAY TRAVEL MAP. Austin, Tx.: Texas Department of Highways, annual.

Issued annually, this Texas map includes all highways and planned highway construction in Texas.

OIL: THE BURIED TREASURE. By Roma Gans. New York: Thomas Y. Crowell, 1975.

This well-designed picture book graphically explains how oil was formed millions of years ago, and how it is located and extracted from the earth today. The many products which come from petroleum are also discussed.

PARKS INFORMATION. By the Texas Parks and Wildlife Department. Austin, Tx.: Texas Parks and Wildlife Department, revised frequently.

Covers the fees, facilities, and permits necessary for using the state parks of Texas. (Parks Information can also be found in the Texas Almanac.)

POISONOUS SNAKES OF TEXAS. By John E. Werler. Rev. ed. (Texas Parks and Wildlife Bulletin No. 31) Austin, Tx.: Texas Parks and Wildlife Department, 1978.

Identifies and describes each of the poisonous snakes of Texas.

PUBLIC DOCUMENTS HIGHLIGHTS FOR TEXAS. By the Texas State Publications Clearinghouse. Austin, Tx.: Texas State Library, quarterly. v. 1, n. 1- , Fall, 1978-

Feature articles as well as announcements of recent publications of special interest.

A RECREATIONAL GUIDE TO THE CENTRAL TEXAS COAST. By Edwin Doran, Jr. and Bernard P. Brown, Jr. College Station, Tx.: Center for Marine Resources, Texas A & M University, 1975.

"Covers the coastal area and smaller towns up to 10 miles inland from Galveston south to Rockport. The 528 facilities described are keyed to 11 sectional maps." "Texas Reference Sources, 1975-76," Texas Library Journal (November, 1976) 52:170.

RIDE THE TEXAS TRAILS. (Publications No. 11767) Austin, Tx.: Texas State Department of Highways and Public Transportation, Travel and Information Division, revised frequently.

Ten tour guides to all parts of Texas.

ROADSIDE FLOWERS OF TEXAS. Paintings by Mary Motz Wills. Text by Howard S. Irwin. Austin, Tx.: University of Texas Press, 1961.

Includes 257 of the most commonly found species. Paintings and identity key make this a valuable identification tool.

SONGS TEXAS SINGS. Introduction by John A. Lomax. Dallas, Tx.: Turner Co., 1968.

Cowboy songs with lyrics and music.

STATE CAPITAL CITIES. By Delia Goetz. New York: Morrow, 1971.

Brief sketches of the history of the capital city of each state with information about the design of each capitol building and sights to see in the capital city.

STATE NAMES, FLAGS, SEALS, SONGS, BIRDS, FLOWERS, AND OTHER SYMBOLS. By George Earlie Shankle. Rev. ed. Westport, Ct.: Greenwood Press, 1970.

Brief description of the symbols for each of the United States.

STATE TREES. By Olive L. Earle. Newly rev. ed. New York: Morrow, 1973.

A brief description with illustrations is given for the thirty-nine states which have designated their state tree.

STORIES OF THE STATES: A REFERENCE GUIDE TO THE FIFTY STATES AND U.S. TERRITORIES. By Frank Ross, Jr. New York: Crowell, 1969.

Basic descriptive and historical information is given for each of the states.

THE STORY OF TEXAS PUBLIC LANDS: A UNIQUE HERITAGE. By Gerald Sewall and Mary Beth Rogers. Designed and illustrated by Charles Shaw. Austin, Tx.: Texas General Land Office and the J.M. West Texas Corporation, 1973.

Defines and describes "public lands." Relates a brief history of the acquisition of land in Texas; and delineates the benefits that all Texans get from public lands, such as funds for public education.

THE TEXANS: THEIR LAND AND HISTORY. By Allan O. Kownslar. (An American Heritage Book) New York: American Heritage Publishing Co., inc., 1972.

A beautifully illustrated study of Texas history from the life of the Indians before the appearance of white man to the present time.

TEXAS: A GUIDE TO THE LONE STAR STATE. By the Texas Writers' Program. Edited by Harry Hansen. New rev. ed. New York: Hastings House, 1969.

Geographical, historical, and cultural information about all parts of Texas. Some parts of this guide are becoming outdated, but it is still a valuable work.

TEXAS ALMANAC AND STATE INDUSTRIAL GUIDE, 1978-1979. Edited by Fred Pass and Ruth Harris. Dallas, Tx.: A. H. Belo Corporation, 1977.

A treasure chest of information about Texas, this work has been published annually since 1857 with only a few exceptions. It contains both historical and geographical information, statistics about subjects as far ranging as "Wildcat Wells Drilled in Texas (1946-1976)" to "Federal Government Employees in Texas."

"TEXAS BECOMES A STATE." Sound filmstrip set in color. Huntsville, Tx.: Educational Filmstrips. (Available at the Regional Texas Education Resource Centers)

The frames of this filmstrip are taken from the mural by Peter Rogers which is in the foyer of the State Library in Austin, Texas. The filmstrip deals with the successful efforts of our Texas forefathers (and foremothers) to win statehood for Texas.

TEXAS CATALOG: A LIST OF MEASURED DRAWINGS, PHOTOGRAPHS AND WRITTEN DOCUMENTATION IN THE SURVEY. By the Historic American Buildings Survey. San Antonio, Tx.: Trinity University, 1974.

An excellent guide to the historic buildings in Texas.

TEXAS DAY-BY-DAY, 1979: A CALENDAR OF HISTORY AND EVENTS. Compiled and edited by Peter E. Morris. Houston, Tx.: Creative Answers, 1978. (Published annually.)

A calendar which includes information about the Texas historical events which took place on each day of the year.

TEXAS FOSSILS: AN AMATEUR COLLECTOR'S HANDBOOK. Austin, Tx.: University of Texas at Austin, Bureau of Economic Geology, 1960.

TEXAS: FROM ITS GLORIOUS PAST TO THE PRESENT. By Allan Carpenter. (Enchantment of America Series) Chicago: Childrens Press, 1965.

A history work! A study in Texan cultures! Colorful, well illustrated.

TEXAS GUIDEBOOK. AUTHENTIC INFORMATION ABOUT THE WONDERS OF TEXAS. By Dr. Rex Z. Howard. 5th ed. Edited by F. M. Mc Carty. Amarillo, Tx.: The F. M. Mc Carty Co., 1970.

A tourist guide which gives background information about Texas with suggestions for things to see and do along Texas' major highways.

THE TEXAS HISTORY TEACHER'S GUIDE TO SUPPLEMENTARY MATERIALS AND PROFESSIONAL BIBLIOGRAPHY. Austin, Tx.: The Texas State Historical Association, 1976.

Lists of current teaching resources about Texas. The bibliography identifies audio-visual materials, instructional aids, publications, and sources of free and inexpensive materials.

TEXAS MINERAL AND FOSSIL LOCATIONS. By Jewel Umberger and Arthur Umberger. Tyler, Tx.: Tyler Star Publishing Co., 1967.

Guide to the minerals, fossils, and Indian artifacts in the state.

TEXAS MUSEUMS DIRECTORY. By the Texas Historical Commission. 5th ed. Austin, Tx.: Texas Historical Commission, 1974.

A directory of museums in Texas, with address, telephone number, director's name, hours of service, admission charges, and focus of the alternatives.

TEXAS REFERENCE SOURCES: A SELECTIVE GUIDE. A project of the Reference Round Table, Texas Library Association. Edited by Lois Bebout. 2d. ed Austin, Tx.: Texas Library Association, 1979. (in press)

To aid the librarian in Texas to select the best in available reference materials about Texas.

TEXAS ROCKS AND MINERALS: AN AMATEUR'S GUIDE. By Roselle M. Girard. Austin, Tx.: University of Texas, Bureau of Economic Geology, 1964. Reprinted in 1972.

Guidebook for the collector.

TEXAS SOURCES: A BIBLIOGRAPHY. Compiled by Rita J. Wright, Stanley A. Arbingast, Robert Chandler, and Paul Green. (Bibliography Series No. 17) Austin, Tx.: The University of Texas at Austin, Bureau of Business Research, 1976.

A reference source about factors influencing economic and cultural development in Texas.

TEXAS STATE DOCUMENTS. Austin, Tx.: Texas State Library, Government Publications Department, September, 1963-

Reports all documents published by state agencies.

TEXAS STATE DOCUMENTS: A PRIMER FOR LIBRARIANS. By Brenda F. Shelton. Austin, Tx.: Legislative Reference Library, 1976.

A guide to organization of a documents collection.

TEXAS TOURS. By Pauline Critten. Waco, Tx.: Texian Press, 1975.

More than forty tours covering the entire state of Texas.

TEXAS WOMEN IN POLITICS. Edited by Elizabeth Gernea. Austin, Tx.: Foundation for Women's Resources, Inc., 1977.

Brief biographical sketches of women at all levels of government. Includes list of women's political organizations.

THIS IS TEXAS. By M. Sasek. New York: Macmillan, 1967.

Subjects as diverse as the Panhandle, prairie dogs in Lubbock, King Ranch, and modern cities of Texans are included here. Designed for children 8-12 years.

THE TOMLINSON LONE STAR BOOK OF TEXAS RECORDS, 1979 ed. Compiled by Ted Tomlinson. Fort Worth, Tx.: Lone Star Book of Texas Records, Inc., 1978.

Part of the folklore of Texas is that Texans like to brag. This book documents over 2,500 Texas superlatives in nine chapters, each chapter dealing with one or more Texas subjects.

WHAT CAN I DO? A YOUNGSTER'S GUIDE TO AUSTIN. Written by Terry Masters. Edited by Jill Gronquist. Illustrated by children's drawings from Austin (Texas) Montessori School. Austin,Tx.: Austin Montessori School Foundation, 1976. (400 W. Alpine, Austin, Tx. 78704)

A treasure chest of ideas for places to go and things to see with children in and around Austin.